

Year 2 Spring 1:

English		
Key Learning		
Unit	Stories by the Same Author	Non-chronological Reports
Outcome	<ul style="list-style-type: none"> ▪ Story (or part of a story) based on a model. 	<ul style="list-style-type: none"> ▪ A class information book on the theme of explorers and exploring for the school library (linked to learning opportunities in history).
Possible Duration	<ul style="list-style-type: none"> ▪ 3 weeks. 	<ul style="list-style-type: none"> ▪ 2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> ▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ▪ Read further common exception words, noting tricky parts. ▪ Use tone and intonation when reading aloud. ▪ Listen to a range of texts at a level beyond that at which they can read independently including stories. ▪ Sequence and discuss the main events in stories. ▪ Introduce and discuss key vocabulary within the context of a text. ▪ Identify, discuss and collect favourite words and phrases. ▪ Make predictions using evidence from the text. ▪ Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i> ▪ Make contributions in whole class and group discussion. ▪ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> ▪ Read frequently encountered words quickly and accurately without overt sounding and blending. ▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ▪ Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. ▪ Discuss how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. ▪ Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> ▪ Check that texts make sense while reading and self-correct. ▪ Make contributions in whole class and group discussion. ▪ Listen and respond to contributions from others. ▪ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.
Key Learning Writing	<ul style="list-style-type: none"> ▪ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>. ▪ Use subordination for time, e.g. build on <i>when</i> (autumn term), and extend to other time connectives: <i>while, as, before, after</i>. ▪ Use past tense for narrative. ▪ Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ▪ Write about fictional events. ▪ Proofread to check for errors in spelling, grammar and punctuation. ▪ Read aloud their writing with intonation to make their meaning clear. 	<ul style="list-style-type: none"> ▪ Use subordination for reason, e.g. build on <i>because</i> and <i>so</i> (autumn term), extend to other reason connectives; <i>if, then, for, unless</i>. ▪ Use present tense for non-chronological reports. ▪ Plan and discuss what to write about e.g. <i>text mapping, collect new vocabulary, key words</i>. ▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform</i>. ▪ Write about real events. ▪ Edit and improve their own writing in relation to audience and purpose. ▪ Proofread to check for errors in spelling, grammar and punctuation.

Year 2 Spring 1:

English

Key Learning (contd.)

Suggested Texts

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| <h4>Suggested Texts</h4> | <ul style="list-style-type: none">▪ Books by Simon Bartram:<ul style="list-style-type: none">- Dougal's Deep Sea Diary.- The Man on the Moon.- The Disappearing Moon.- A Right Royal Disaster.- The Heartless Robots.- Clone Chaos.- Bob's Best Ever Friend.- Bob and the Moon Tree Mystery.▪ Books by Jonny Duddle:<ul style="list-style-type: none">- The King of Space.- The Pirate Cruncher.- The Pirates Next Door.- The Jolley-Rogers and the Ghostly Galleon. | <ul style="list-style-type: none">▪ Range of information texts, e.g.<ul style="list-style-type: none">- Instructions to make a den on the Nature Detectives website (here).- Woodland Adventure Booklet on the Nature Detectives website (here).- Information texts about explorers – <i>see learning opportunities for history</i>. |
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Year 2 Spring 1:

English

Stories by the Same Author – Creative Learning Opportunities and Outcomes

Creating interest

- Using the searchlight tool on Smart board, gradually reveal parts of the scanned front cover. Make predictions each time the spotlight reveals something new. What is being explored? Who might the explorer be?
- If using books from the 'Bob and Barry's Lunar Adventure' series, show film footage of a rocket launch and discuss.

Learning outcomes

- Children will be able to make predictions about what might happen in the text and who the main character(s) is/are.
- Children will be able to participate in discussion.

Reading

Grammar: Warm ups throughout the reading phase – focus on using subordination for time. Revise the use of *when*; extend to include other time connectives, e.g. *while, as, before, after*.

Reading and responding

Choose an additional quality text by the same author to read throughout the theme – i.e. to run over the half term, independently to the texts covered in this English unit.

- Once the book cover is revealed completely, children should use the question hand to orally generate who, what, where, when and how questions about the text. Following teacher modelling, children to write their own questions. Display on working wall for reference throughout the unit.
- During shared reading, model and involve children in practising word building and blending, drawing attention to alternative sounds for graphemes. Identify common exception words within the text and with the children, note the tricky parts and devise strategies to aid.
- Use magic microphone to model tone and intonation at suitable points when reading aloud. Invite children to imitate.
- Identify and discuss new vocabulary and exciting words and phrases within the context of the story. Orally rehearse using the same vocabulary in different sentences. Create an ongoing word bank to be added to and referred to throughout the teaching sequence.
- Begin shared reading of another text by the same author. Repeat a selection of the above strategies as appropriate. Use book talk to allow children to make comparisons between the two texts.
- Stop reading at key points in this second text to make predictions and use drama strategies to explore character choices, e.g. hot-seating, thought tunnel, freeze frames, magic microphone and magic mirror. Link to short writing opportunities, e.g. think, say, feel bubbles, role-on-the-wall, diary entries, etc.

Learning outcomes

- Children will be able to generate and write questions.
- Children will be able to listen to stories by the same author and apply phonic skills to decode extracts of these stories in shared reading.
- Children will be able to imitate sections read aloud using tone and intonation.
- Children will be able to identify and discuss new and/or exciting vocabulary.
- Children will be able to use their knowledge of characters to use inference and respond in role.

Reading and analysing

- Sequence the story using a storyboard with images from the text. Write under each what is happening or match with captions.
- 'Chunk the plot' of one of the stories by summarising it in to a series of events, e.g. A Right Royal Disaster:

- Children will be able to sequence a story.
- Children will know and understand the features of a narrative text by a particular author.
- Children will be able to retell a story orally.

Year 2 Spring 1:

English

Stories by the Same Author – Creative Learning Opportunities and Outcomes (contd.)

Annual birthday party of Queen Battleaxe III to be held on the Moon.
What birthday gift should Bob buy the Queen?
Sir Lucien sculpts statue of the Queen.
Bob knocks the statue head off and sculpts a new one.
Queen is surprisingly delighted with the gift.

- Create a checklist of features for use during the writing phase.
- Collect character names, settings from the original story that may later feature in their own.
- Teach the children the story via oral storytelling, using story maps, images, props and key vocabulary to support. Modify the text if necessary, such as the version below which is adapted from Dougal's Deep Sea Diary:

Once upon a time there was a diver who loved to explore under the sea.

Early one morning he woke up and went out in his boat.

After he had gone a long way from land, he dived under the sea.

There he found some treasure, fantastic treasure, golden crowns, money and maps!

The next day the King and Queen gave him a reward for finding the treasure.

Wow! They gave him the finest submarine you had ever seen.

Straight away he went under the sea in the finest submarine.

The first thing he saw was a city under the sea.

The next things he saw were mermaids and mermen.

Finally he saw the King of the Sea who was called Neptune.

The next day the diver decided to look for more treasure.

What would he look for under the sea? Pearls!

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on apostrophes for contracted forms e.g. *don't*, *can't*, *wouldn't*, *you're*, and *I'll*.

- Using the plot which has been 'chunked' during the reading and analysing phase, model how to extract the generic or basic plot e.g. A Right Royal Disaster:

Learning outcomes

- Children will be able to innovate their own story, story section or story ending, keeping many features from the original, e.g. *the main characters*.
- Children will be able to sequence the events in their own story.

Year 2 Spring 1:

English

Stories by the Same Author – Creative Learning Opportunities and Outcomes (contd.)

Original Story	Generic/Basic Plot	Plot New Story
Annual birthday party of Queen Battleaxe III to be held on the Moon.	Important person's celebration to be held on the moon/planet/ocean bed.	
What birthday gift should Bob buy the Queen?	What gift should the main character buy them?	
Sir Lucien sculpts statue of the Queen.	Perfect gift solution is found.	
Bob knocks the statue head off and sculpts a new one.	Main character damages gift. What should they do? (Keep the solution secret!)	
Queen is surprisingly delighted with the gift.	Important person is surprisingly happy with the gift and all ends happily.	

- Use the generic plot to create a new class story using teacher modelling. Draw a new story map. If using a longer text, another option is to innovate an alternative ending or innovate from a given point in the story, e.g. where a character makes a significant choice. Provide alternative possibilities ready for the class to discuss. Select one possibility for the class version and ask children to select another for their own.
- Children prepare new story maps in groups, pairs or individually with new characters/settings/ending. Children could reuse settings, characters and new or exciting vocabulary from the original story in their own versions.

Writing

- Using the innovated plot, use shared writing techniques to model a section at a time. Focus on applying subordination using a range of time words, (e.g. *while, as, before, after*) and using apostrophes for contracted forms, (e.g. *don't, can't, wouldn't, you're, I'll.*) Model proofreading to check for errors in spelling, grammar and punctuation, using a puppet to assist or make the mistakes.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write their own explorer story or story ending based on a model from an existing series, which includes;
 - subordination using a range of time words.
 - apostrophes for contracted forms.
 - features of the original story series.

Outcome

- An explorer story based around the character(s) and settings from an existing series.
- An alternative resolution or ending to an existing explorer story.

Presentation

- Publish their own story or story ending in a book format for their peers to enjoy throughout the rest of the theme.

Year 2 Spring 1:

English

Non-chronological Reports – Creative Learning Opportunities and Outcomes

Creating interest

- Create a scenario which provides the children with a real audience for their writing, e.g. a letter has arrived addressed to Year Two. Ask a member of staff to personally deliver it to the classroom at the start of the lesson and open it with the children. The school library service have heard that Year Two are becoming experts on 'Explorers', they would like them to share their expertise by writing a book on explorers that can then be published and used as a real book to be loaned out in the school library.
- Visit the school library and look at different examples of information books. Children could select one and share it with a partner, saying what they like about it.
- Children discuss initial ideas for their book: What should the cover look like? How big should it be? What title might it have? What should the pictures be like?

Learning outcomes

- Children will be able to compare different information books, identifying features they like and dislike.
- Children will be able to discuss their initial ideas for their own books.

Reading

Grammar: Warm ups throughout the reading phase – focus on subordination for reason. Revise *because* and *so* (Autumn term), extend to include other reason connectives; *if, then, for, unless*.

Reading and responding

- Generate a class KWL grid as a starting point. What do we already know (K) about explorers or exploring? Ask them to work in pairs to suggest what they want to know (W). Use the question hand and teacher modelling to review oral rehearsal and writing of questions.
- Use the think-pair-share technique to discuss and share facts they already know about the topic. Following modelling, provide children with sentence strips to record their known facts.
- Collate sentence-strip facts and read them together. Organise facts under different headings. Which headings do we still need to find information for? What do we need to research in order to write our book? Keep referring back to the audience and purpose of the end product.
- Pick one or two questions from the original KWL grid. Model how to use a non-fiction text in a non-linear way to locate answers, e.g. *selecting an appropriate text, using the contents page, index, sub-headings. Include use of an ICT text.*
- During shared reading, continue to model word building and blending when reading unfamiliar words. Draw attention to frequently encountered words and in these cases, demonstrate quick and accurate reading without overt sounding and blending.
- Model the collection of new vocabulary and key words. Orally rehearse in other contexts and invite the children to do the same. Display for reference throughout the unit.
- In response to key questions, children read differentiated non-fiction texts in groups/ pairs to challenge their ability to locate the required information and to record their findings in writing.

Learning outcomes

- Children will be able to generate key questions with a specific purpose in mind.
- Children will be able to use speaking and listening techniques to discuss, share facts and to plan their research.
- Children will be able to gather information from a range of non-fiction sources, including books, film, ICT texts and each other.
- Children will be able to identify and explore new vocabulary.

Year 2 Spring 1:

English

Non-chronological Reports – Creative Learning Opportunities and Outcomes (contd.)

Reading and analysing

- Using an information book on an unrelated topic, box-up a page, modelling the creation of a planning and writing frame that the children can then recreate in their own version, e.g. *main heading, two/three sections (paragraphs), a picture, captions, section for fascinating facts or did you know?*
- Create a simple checklist of features for their page within the whole book – e.g. *main heading, information, facts, captions, pictures, present tense.*

Learning outcomes

- Children will be able to produce a simple plan based on a model of an existing non-chronological report.
- Children will be able to identify the features of a non-chronological report.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on present tense for non-chronological reports.

- Decide on specific content that needs to be gathered to write their class book(s) on exploring or explorers.
- Refine or provide new key questions to be answered; discuss and display.
- Use the jigsaw technique to support and organise discussion as follows:
 - First, organise the children into 'expert' groups. Present each expert group with a topic area, e.g. a particular explorer; equipment; where they travelled; what they discovered.
 - Expert groups discuss their topic area and decide on information to share with their 'home' group.
 - Provide a variety of differentiated texts to facilitate this, including film clips, information fact cards, web pages, audio books and whole class texts. (Note: ensure that the books/texts provided *will* answer some of their questions).
 - Next, children move to their home group - mixed groups made up of an expert from each topic area. In turn, each 'expert' shares their information.
- Model how to make notes, jotting only the key words and phrases. Teacher and teaching assistant to work with each of the 'expert' groups in turn, assisting in the gathering of information, collection of new vocabulary and key words and in making relevant notes.
- Enrich the gathering content phase and provide further content and information through visits (real and virtual) and inviting visitors in to school. Alternatively, use the technique of teacher-in-role.
- Model organising notes into the designed page layout.

Learning outcomes

- Children will be able to gather information from a range of sources.
- Children will be able to record their findings, making key notes.
- Children will be able to plan where information should be placed within the page layout of the class book.

Writing

- Using the boxed-up page plan, use shared writing techniques to model a section at a time with the children. Focus on applying the skills – subordination using the words *because, so, if, then, for, unless* and use of the present tense.
- Children follow the modelling each day from the whole class focus and use their own page plan and notes to inform their own writing. Remind the children every day of their audience and purpose.
- Model proofreading, improving spelling, grammar and punctuation. Emphasise the need for texts to make sense when reading and how to self-correct.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to construct their own non-chronological report that will form the page of an information book with a real audience and purpose. This will include:
 - subordination using *because, so, if, then, for, unless*.
 - correct use of the present tense.

Year 2 Spring 1:

English

Non-chronological Reports – Creative Learning Opportunities and Outcomes (contd.)

Outcome

- A non-chronological report which forms the page of a class book or collection of books on the theme of exploring and explorers.

Presentation

- Children to publish their own page before all the pages are collated and bound into a class book / collection of books.
- Use ICT to publish some or all of the information.
- Children to work collaboratively to design a front cover for their book, and write a contents and index page.
- Invite a librarian into school to review the finished product with the children and to register the book on the school library system.
- Show the published book at a whole school assembly and invite children from other classes to borrow it.