

## Year 2 Spring 2:

English			
Key Learning			
Unit	Stories with Familiar Settings	Persuasion	Poetry - Riddles
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Innovated narrative/part of narrative, with a farm setting.</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive leaflet or poster.</li> </ul>	<ul style="list-style-type: none"> <li>Own riddle based on a fruit or vegetable on sale at the farm shop.</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>1-2 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>.</li> <li>Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>Listen to a range of texts at a level beyond that at which they can read independently.</li> <li>Retell a wider range of stories.</li> <li>Identify, discuss and collect favourite words and phrases.</li> <li>Make predictions using evidence from the text.</li> <li>Make inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></li> <li>Give opinions and support with reasons.</li> <li>Consider other points of view.</li> <li>Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>Read further common exception words, noting tricky parts.</li> <li>Use tone and intonation when reading aloud.</li> <li>Listen to a range of texts at a level beyond that at which they can read independently, including non-fiction.</li> <li>Read a range of non-fiction texts.</li> <li>Discuss how specific information is organised within a non-fiction text.</li> <li>Identify, discuss and collect favourite words and phrases.</li> <li>Make personal reading choices and explain reasons for choices.</li> <li>Consider other points of view.</li> <li>Introduce and discuss key vocabulary within the context of a text.</li> <li>Check that texts make sense while reading and self-correct.</li> <li>Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>Read further common exception words, noting tricky parts.</li> <li>Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>Listen to a range of texts at a level beyond that at which they can read independently including contemporary and classic poetry.</li> <li>Identify, discuss and collect favourite words and phrases.</li> <li>Make personal reading choices and explain reasons for choices.</li> <li>Introduce and discuss key vocabulary within the context of a text.</li> <li>Make predictions using evidence from the text.</li> <li>Listen and respond to contributions from others.</li> </ul>

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### English

#### Key Learning (contd.)

<p><b>Key Learning Writing</b></p>	<ul style="list-style-type: none"> <li>Use sentences with different forms: statement, question, command, exclamation.</li> <li>Use past tense for narrative.</li> <li>Select, generate and effectively use adjectives.</li> <li>Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>.</li> <li>Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.</li> <li>Write about fictional events.</li> <li>Evaluate their writing with adults and peers.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Use sentences with different forms: statement, question, command, exclamation.</li> <li>Use commas to separate items in a list.</li> <li>Use present tense for persuasive adverts.</li> <li>Select, generate and effectively use adjectives.</li> <li>Use suffixes <i>-er</i> and <i>-est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>.</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. to persuade.</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>Read aloud their writing with intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Say, write and punctuate simple and compound sentences using the connectives <i>and, but, or</i>.</li> <li>Use subordination for time, e.g. <i>when, while, as, before, after</i>.</li> <li>Use subordination for reason, e.g. <i>because, if, unless</i>.</li> <li>Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas.</li> <li>Use specific text type features to write for a range of audiences and purposes.</li> <li>Write simple poems based on models.</li> <li>Evaluate their writing with adults and peers.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>
<p><b>Suggested Texts</b></p>	<ul style="list-style-type: none"> <li>Mudpuddle Farm: Six Animal Adventures by Michael Morpurgo.</li> <li>Farmer Duck by Martin Waddell.</li> <li>The Pig in the Pond by Martin Waddell.</li> <li>Farmer Dan and his Big Brother Stan by Rod Simpson – animated version available on the Literacy Shed website (<b>here</b>).</li> <li>Farmyard Hullabaloo! by Giles Andreae, David Wojtowycz (a poetry text to support the setting).</li> </ul>	<ul style="list-style-type: none"> <li>Range of posters and leaflets from local attractions including farms and farm shops (these may need simplifying), e.g.             <ul style="list-style-type: none"> <li>Farmer Parr's Animal World (<b>here</b>).</li> <li>Old Holly Farm (<b>here</b>).</li> <li>Greenlands Farm Village (<b>here</b>).</li> <li>Farmer Ted's Farm Park (<b>here</b>).</li> </ul> </li> <li>Bee Bright: On the Farm (Justin Fletcher) various chapters including sheep shearing and incredible crops on YouTube (<b>here</b>).</li> <li>A range of non-fiction books to support the gathering of information, including a selection for the children to read independently, e.g.             <ul style="list-style-type: none"> <li>First Facts Farm by Dorling Kindersley.</li> <li>Farm (Scholastic Discover More) by Penny Arlon and Tory Gordon-Harris.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Black Dot by Libby Houston (in The Works Key Stage 2 chosen by Pie Corbett).</li> <li>What in the Wild by David Schwartz and Dwight Kuhn.</li> <li>Where else in the Wild by David Schwartz and Yael Schy.</li> <li>Yummy Riddles (Kids can Read series) by Marilyn Helmer.</li> <li>Animal Riddles from the Meddybemps website (<b>here</b>).</li> </ul>

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### English

#### Stories with Familiar Settings – Creative Learning Opportunities and Outcomes

##### Creating interest

- Where possible, visit a farm or farm shop at the start of this unit. Alternatively, invite a farmer or farm shop owner into class to talk about the setting, the animals and their daily routines. Look at a map or plan of a farm. Identify the different features and what each is used for. Record in writing.

##### Learning outcomes

- Children will be able to recall and record information from a presentation.

##### Reading

**Grammar:** Warm ups throughout the reading phase – focus on selecting, generating and effectively using adjectives.

##### Reading and responding

- Through shared reading over several days, explore a quality text which is set on a farm.
- When meeting a new word, model the blending of sounds, highlighting alternative sounds for graphemes where appropriate. Invite children to join in. In contrast, ensure frequently encountered words are read quickly and accurately without overt sounding and blending. Take care to balance this approach by reading sections of the text aloud to the children, modelling intonation and expression.
- Stop reading at key points in the text in order to make predictions using evidence, and to ask questions to probe understanding. Use the question hand and talk partners to aid this process. Record in writing.
- Identify sentences in different forms: statement, question, command and exclamation. At suitable points in the text, model the formation of a statement, question, command and/or exclamation in response to what you have read, before inviting the children to compose their own. Teachers may choose to break this up over several sessions. Record some of these in writing.
- Explore characters, making inferences about their behaviour, thoughts and feelings at suitable points in the story. Use techniques such as the magic mirror (children draw an imaginary mirror to 'step through into the story'), magic microphone (children interview characters in role), role-play, improvisation, thought tunnel (a character from the story walks slowly between two rows of children; as the character passes each child, they call out what they guess the character is thinking) and freeze frames. Hold a 'chat show' to interview the characters, such as in the example on the Teachfind website ([here](#)). Encourage children to support their opinions with reasons and highlight the importance of considering different points of view.
- Link to short writing opportunities, e.g. If using *Mossop's Last Chance* from *Mudpuddle Farm* by Michael Morpurgo, write a role-on-the-wall for the old cat Mossop; a 'wanted – new farm cat' advertisement written by the farmer Mr Rafferty; questions to ask Mr Rafferty or Mossop as the chat show guests; a diary entry written by Mossop the day before and the day after Mr Rafferty makes his decision, etc.
- Immerse children in the farm setting through further learning opportunities, e.g. creating a farm model using building blocks, play-dough, small world figures, etc. On the working wall, create a map of the farm featured in your quality text adding, over several days, different buildings, characters and animals as you meet them.

##### Learning outcomes

- Children will be able to read frequently encountered words quickly and accurately without overt sounding and blending, whilst applying their phonic skills to decode unfamiliar words.
- Children will be able to compose questions orally and in writing.
- Children will be able to identify statements, questions, commands and exclamations and following modelling, compose their own.
- Children will be able to use their knowledge of characters to use inference and respond in role.
- Children will be able to support their opinions with reasons and recognise different points of view.
- Children will be able to expand their vocabulary relating to a farm setting.
- Children will be able to retell a story or section of a story.

## Year 2 Spring 2:

### English

#### Stories with Familiar Settings – Creative Learning Opportunities and Outcomes (contd.)

- Read further stories with a farm setting, either in English lessons or at other opportunities during the school day. Show video clips of farm settings and stories, e.g. *Farmer Dan and his Big Brother Stan* on the Literacy Shed website ([here](#)).
- Retell a story, chapter or event from a story, using story maps and/or action boxes to aid the process. Apply similar techniques to above, adding and extending working wall notes and lists where appropriate.

#### Reading and analysing

- Identify, discuss and collect favourite words and phrases from the text(s) as they are encountered. Orally rehearse the use of these words and phrases in different contexts to help embed meaning. Display on the working wall to refer to during the writing phase.
- Create a checklist of features for use during the writing phase.
- Draw particular attention to the identification and use of adjectives within the text(s) and how they are used to describe the setting and animals. Relate this work to the adjectives covered in the grammar warm up and link to short writing opportunities, such as writing a short character or farm animal description. Ensure this is modelled first.
- Collect and display lists of animals, character names and settings from the original story or stories; these may be used in their own stories later.
- Identify the story opening, build-up, problem, and resolution for each story read.
- Create a simplified story map of one quality text, or chunk the plot into a series of events, or plot the events on a story mountain. This will be used to support the gathering content phase.

- Children will be able to identify and discuss new and/or exciting vocabulary.
- Children will know and understand the features of a narrative text with a familiar setting.
- Children will be able to recognise and use adjectives effectively to create character and animal descriptions.
- Children will be able to split a story up into the introduction, problem, build up and resolution.
- Children will be able to create a story map, story mountain or work with the teacher to chunk the plot of a well-known story.

#### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on adding suffixes *-ful* or *-less* to create adjectives e.g. *playful, careful, careless, hopeless*.

- Children create their own farm map or plan, based on their model made from Lego, play dough or small world equipment. Magpie various place and animal names from the story or stories read. Label the different parts of their farm and attach adjectives to describe each of the characters and/or farm animals.
- Collect different problems from several stories set on farms and identify how each problem is resolved. Encourage the children to consider alternative solutions. Children could be provided with a range of options to prompt discussion and as a stimulus for them generating their own.
- Rainbow writing – split the children into groups, providing each group with a different coloured pen. Provide large sheets of paper on tables around the room with each table displaying a different story problem within a farm setting. In small groups, children move around each table to read and discuss each problem, considering the following questions:
  - What might happen next in the build-up of the story?
  - How might the problem be solved?

#### Learning outcomes

- Children will be able to 'magpie' key words and phrases to use in their own writing.
- Children will be able to identify the problems presented in a range of stories and discuss possible solutions.
- Children will be able to create their own story map, or mountain with an opening, build up, problem and resolution.

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#### Stories with Familiar Settings – Creative Learning Opportunities and Outcomes (contd.)

- Children record their ideas in their coloured pen on the paper. Once all groups have visited all 'problem stations', display, and discuss as a class, the different solutions suggested. The coloured pen helps to quickly ascertain which group is responsible for putting forward each solution.
- Using the children's ideas from the above activities, create a story mountain or map to use for a class story, considering the opening, build up, problem and resolution.
- Children create their story mountain or map for their own farm story.

#### Writing

- Following the story mountain or map created during the gathering content phase, use shared writing techniques to model a section at a time. Focus on skills - the effective use of adjectives and adding suffixes to create adjectives, e.g. *playful, careful, careless, hopeless*.
- Children follow the modelling each day from the whole class focus and use their own story mountain or map to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model proofreading to check for errors in spelling, grammar and punctuation, using a farm animal puppet, to assist and 'make the mistakes'. Following this modelling, allow children the opportunity to evaluate their writing with adults and with peers. Guided writing would be the ideal time for this to take place.

#### Learning outcomes

- Children will be able to write their own story which includes:
  - effective use of adjectives (including those with suffixes).
  - a clear opening, build-up, problem and resolution.
- Children will be able to apply proofreading techniques to check their work.

#### Outcome

- Their own story, or part of a story, set on a farm.

#### Presentation

- Arrange a scheduled story time with another class for the children to read their stories aloud, in small groups, to a real audience.

## Year 2 Spring 2:

### English

#### Persuasion – Creative Learning Opportunities and Outcomes

##### Creating interest

- Following a class trip to a farm or farm shop, immerse the children in mementos of their day e.g. photographs, talk prompts, leaflets collected on the day. Create opportunities for children to discuss the events, what they have learnt and their personal highlights.
- Set up a 'real' task for a 'real' audience, e.g.
  - create a poster or leaflet to persuade children to visit your farm or farm shop in your class role play area (perhaps the business is expanding to include a farm shop!)
  - create a scenario whereby the farmer or farm shop owner sends a letter, delivered by the headteacher, asking the children to design and produce a poster or leaflet persuading other children and their families or schools to visit.

##### Learning outcomes

- Children will be able to contribute to a discussion and listen to the contributions of others.
- Children will be aware of the end product they are working towards, their audience and purpose.

##### Reading

**Grammar:** Warm ups throughout the reading phase – focus on the use of present tense for persuasive adverts.

##### Reading and responding

- Introduce children to 'persuasion' and the purpose of persuasive texts. Set up a scenario where another member of staff visits the classroom and says that they *haven't* been to the farm or farm shop that your class visited. Ask the children to try and convince the staff member to visit. What sorts of things might they tell them? Continue the role-play / improvisations in pairs (perhaps using other day out attractions). In each case one child should try to convince their partner why the chosen attraction is worth a visit. At the end of the activity, explain to the children that by trying to convince or encourage, they have been trying to *persuade* and this is what *persuasive texts* do.
- Through shared reading, explore a range of persuasive materials related to different (local) days out which the children may have visited. Adapt or simplify these texts where appropriate.
- When meeting a new word, model the blending of sounds, highlighting alternative sounds for graphemes where appropriate. Invite children to join in. Identify common exception words and involve the children in applying strategies to decode the tricky part.
- Model the reading where the level is beyond that at which they can read independently, drawing attention to intonation and expression. Invite children to imitate with the magic microphone (children repeating the sentences, mimicking the teacher's use of intonation and expression). Discuss the effect intonation and expression has on audience and purpose.
- Ensure that the shared reading includes electronic texts such as websites. In each case, identify the audience and purpose with the aid of the question hand, considering questions such as:
  - What is being advertised?
  - Who is it trying to persuade?
- Extend to consider how effective the text is, e.g. *Do you now want to go?* Encourage children to make comparisons between the different texts. *If you had a free day and could chose to visit any, which would you now choose and why?* Encourage children to explain their reasons for choices and to consider the viewpoint of others.

##### Learning outcomes

- Children will know and understand the purpose of a persuasive text.
- Children will be able to identify the audience and purpose of different texts.
- Children will be able to apply phonic skills to decode unfamiliar words when reading.
- Children will begin to explore intonation and expression and describe the effect this can have on an audience.
- Children will be able to make and justify choices, and consider other points of view.

## Year 2 Spring 2:

### English

#### Persuasion – Creative Learning Opportunities and Outcomes (contd.)

##### Reading and analysing

- With the children, begin to create a checklist of features and add to this over several days. This will be used to support the writing phase.
- Draw particular attention to persuasive devices such as:
  - attracting and engaging the reader with rhyme, word-play, puns, humour, such as; ‘A great day out for ewe and the kids!’ ‘Packages Two Suit Ewe!’ from Farmer Parr’s Animal World website (**here**); ‘Come rain or shine, it’s Farmer Ted’s time!’ from Farmer Ted’s Farm Park website (**here**).
  - use of adjectives to describe and/or exaggerate; ‘As well as these beautiful and unusual animals to see, the farm has three marvellous children’s play areas.’ from the Windmill Animal Farm website (**here**).
  - appealing to all ages, ‘...whether you’re three or ninety three...’ from the Greenlands Farm Village website (**here**).
  - quotations from previous visitors as examples of happy customers; ‘A fantastic gem of a place. Great choice of foods, great service ...’ from the Cedar Farm Galleries website (**here**).
- Refer to the persuasion tablemat (**here**) for an extensive list of persuasive features.
- Identify, discuss and collect effective words and phrases from the text(s) as they are encountered. Discuss the meanings of these words and ask the children to suggest why they have been used. Relate to previous and current work on adjectives where appropriate. In order to help embed meaning, orally rehearse the use of these words and phrases in the context of other days out and attractions. Display useful words and phrases on the working wall to refer to during the writing phase.
- Provide children with a range of differentiated persuasive material for them to read independently or in pairs, including suitable website and electronic texts. Set up a reading and writing carousel where the children move around the room, reading different persuasive materials and making notes on the features used. Ask the children to feed back their findings and collate these for use during the writing phase.
- ‘Box-up’ an enlarged version of a different poster or leaflet featuring a day out or attraction by drawing rectangles around sections of text and identifying the ‘job’ of each section, e.g. introduction or opening hours. This poster will provide the model for innovation to support the writing phase.

##### Learning outcomes

- Children will be able to identify some of the features of a persuasive text.
- Children will be able to explore different persuasive devices (e.g. wordplay and puns) and comment on the effect that these have on the reader.
- Children will be able to identify, discuss and collect new vocabulary, trialling it in different contexts.
- Children will be able to read some persuasive texts independently and identify some of the features used.

##### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – building on earlier work on adjectives and suffixes, focus on using the suffixes *-er* and *-est* to create adjectives e.g. *faster, fastest, smaller, smallest*.

- Focusing on an imaginary day out to a place of interest. Model the decision making process regarding information which needs to be gathered to write the persuasive leaflet or poster. Refer to the boxed up version created in the reading and analysing phase to aid this.

##### Learning outcomes

- Children will be able to use the boxed up planning frame from the reading and analysing phase to plan their own poster or leaflet.
- Children will be able to gather suitable content for their persuasive text from different sources.

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### English

#### Persuasion – Creative Learning Opportunities and Outcomes (contd.)

- Following the modelling, the children decide on the specific content that needs to be gathered for their own persuasive poster or leaflet on the farm or farm shop.
  - Gather content through a range of strategies, such as:
    - raise the question 'What activities might be available to visitors on your farm?' Watch clips from Bee Bright – Out and About on the Farm on YouTube (**here**) to gather suitable information.
    - use drama strategies, e.g. hotseat the farmer or farm shop owner.
    - support the gathering of information with independent reading, e.g. 'First Facts Farm' by Dorling Kindersley.
  - Create a 3-D model version of their farm or farm shop, or refer to the one made in the narrative unit. Make lists of the various animals, attractions and foods on offer, separating each item with a comma. Extend the list by attaching suitable adjectives to each. Ensure this is modelled first.
  - Model organising ideas into the designed poster or leaflet planning layout, referring back to the features checklist compiled.
  - Invite children to do the same for their farm or farm shop poster or leaflet, either individually or in pairs.
- Children will be able to create lists, separating each item with a comma and using adjectives where appropriate.

#### Writing

- Following the innovated boxed up plan created during the gathering content phase, use shared writing techniques to model writing a section at a time of the poster or leaflet. Focus on skills - the use of present tense and using the suffixes *-er* and *-est* to create adjectives, e.g. *faster*, *fastest*, *smaller*, *smallest*.
- 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.
- Model proofreading to check for errors in spelling, grammar and punctuation, using a farm animal puppet to assist or 'make the mistakes'. Following this modelling, allow children the opportunity to evaluate their writing with adults and with peers. Guided writing would be the ideal time for this to take place.

#### Learning outcomes

- Children will be able to write their own persuasive poster or leaflet about the farm or farm shop, which includes:
  - appropriate use of the present tense.
  - use of the suffixes *-er* and *-est* to create adjectives.
  - features of persuasive writing.

#### Outcome

- A persuasive poster or leaflet to encourage other children to visit a real or imagined (role play area) farm or farm shop.

#### Presentation

- Children to publish and display their finished posters or distribute their leaflets, encouraging other children to visit their role play farm or farm shop. Liaise with other staff to create the opportunity for this to happen, so the children can see their writing having real effect.



## Year 2 Spring 2:

### English

#### Poetry - Riddles

##### Creating interest

- Hold a riddle morning or riddle day. To set the scene and capture the children's interest, talk to them at various opportunities throughout the first day in riddles. Do this by gradually revealing clues about a pupil in the class, a teacher whom you are going to see, an object you need someone to bring for you, the next subject or lesson of the day, etc.

##### Learning outcomes

- Children will be able to identify clues and use deduction to solve puzzles.

##### Reading

**Grammar:** Warm ups throughout the reading phase – focus on compound sentences using the joining words *and*, *but*, *or*.

##### Reading and responding

- Through shared reading, explore a number of riddles with different structures.
- When meeting a new word, model the blending of sounds, highlighting alternative sounds for graphemes where appropriate. Invite children to join in. Identify common exception words, focusing particularly on the 'tricky' part.
- Use ICT to generate and maintain interest, e.g. use of the 'screen-shade or blind' on the SMART board to gradually reveal one clue at a time.
- Build in talk partner time between each clue revelation and encourage children to make predictions using evidence from the text.
- Ensure some of the riddles selected are at a level beyond that which the children can read independently. Model reading to the children and invite them to imitate using the magic microphone (children repeat lines when the magic microphone points towards them, mimicking the teacher's intonation and expression).
- Balance this with further riddle examples for children to read independently at their own level.
- Organise the children into ability pairs or small groups, providing each pair or group with an envelope of riddles appropriate to their reading level. How many riddles can each pair or group solve in a given time?
- As the children become more familiar with the text type and the skills involved, create and play riddle games. Scores could be attached to each line with lines gradually decreasing in score value as more clues are revealed. Higher scores are gained by correctly solving riddles with fewer clues. Which pair, group or team can score the highest number of points?

##### Learning outcomes

- Children will be able to apply their phonic skills to blend sounds when meeting new words
- Children will be able to apply strategies to decode tricky parts in words.
- Children will be able to make predictions and use evidence from the text.
- Children will be able to read some riddles independently.

##### Reading and analysing

- Over several days, with the children create a checklist of features. Display on the working wall and continue to add and refer to throughout the unit.
- Model the reading of another riddle and apply the checklist to this riddle. What features can be seen? Colour code different aspects by highlighting or underlining, e.g. green – clues about appearance, pink – clues about its function, blue – clues about where it is found, etc. Model highlighting and annotating the features.

- Children will be able to identify features of riddles.
- Children will be able to identify, discuss and collect descriptive and technical vocabulary.
- Children will be able to orally experiment with

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#### Poetry – Riddles (contd.)

- Provide children with differentiated riddle examples for them to highlight and annotate, referring to the checklist compiled earlier.
- Identify, discuss and collect descriptive and technical vocabulary. Orally rehearse the use of these words in different contexts to help embed meaning. Display on the working wall for possible use in the writing phase.
- Identify, collect and explore the use of a range of sentence starters, e.g. *'I can be used to ...'*, *'Sometimes I am ...'*, *'You can ...'* Revisit work on subordinating conjunctions (from Spring 1), supporting and prompting the formation of complex sentences, e.g. **'When I am hot ...'**, **'If I ...'** **'Before I can ...'**, **'Because of my ...'** Ensure the children have plenty of oral practice in constructing complex sentences using a particular conjunction so that the sentence pattern becomes embedded and they are using the conjunction correctly for meaning. Display examples on the working wall for use in the writing phase.
- Play barrier games in pairs, where only one partner can see an object or picture displayed on the board and must describe it to their partner who is facing away. Encourage children to orally use features from the checklist compiled earlier. This should be modelled first. Which clues made it very obvious? If they wanted to keep their partner guessing, which clue might they save until last?
- Adapt or create a children's version of the board game *'Taboo'*, where players must describe a noun to a partner with the intention of them guessing the noun, but without using a list of related word, e.g. describe the word *'school'* but without using the words *'teacher'*, *'pupil'* or *'class'*.

vocabulary in different contexts.

- Children will be able to orally construct complex sentences with a conjunction starter.
- Children will be able to give an oral description without revealing the subject.

#### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on subordination for time and reason (revision from Spring 1).

- Present children with an item of fruit or a vegetable on sale at the farm shop, which is to be the focus of their class riddle. Collectively compile a fact file of information about this fruit or vegetable e.g. *Its colour; its size; its price; where it is grown; when it grows; what it is eaten with; what it tastes like etc.* Subject to parental consent (and linked with learning opportunities in design and technology), this also provides an opportunity for taste testing.
- Model the gathering of this information using a range of non-fiction sources, including ICT, and record in note form on a prepared fact file grid or writing frame.
- Children then imitate this sequence of gathering and recording, based on a different fruit or vegetable. This will form the focus of their riddle. The teacher may choose to provide examples from which the children can select.
- Review information gathered in each of their grids or frames. Remind children of their audience and purpose by modelling the annotation of each piece of information with a number to indicate an order in which the information may be revealed to the reader, e.g. *In our class riddle, which piece of information should we reveal first? Which information should be revealed last? Which piece of information would create a very hard/easy or general clue? Which pieces of information could we combine in one clue that might confuse the reader?* Children then apply this same process to their own information gathered.

#### Learning outcomes

- Children will be able to use a range of non-fiction sources to gather the information.
- Children will be able to record their research.
- Children will be able to plan their writing.

## Year 2 Spring 2:

### English

#### Poetry – Riddles (contd.)

##### Writing

- Drawing on notes gathered in the writing frame, use shared writing techniques to expand and model the writing of a section at a time with the children.
- Focus on skills - subordination for time and reason, and the use of compound sentences.
- As well as sentence starters, make explicit reference to descriptive and technical vocabulary displayed on the working wall, and model an appropriate application of these.
- Children follow the modelling each day from the whole class focus and use their own plan and notes to inform their own riddle writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model proofreading of spelling, grammar and punctuation.
- Following this modelling, allow children the opportunity to evaluate their writing with adults and with peers. Guided writing would be the ideal time for this to take place.

##### Learning outcomes

- Children will be able to write their own riddle based on a fruit or vegetable from the farm shop, which includes:
  - compound sentences using the joining words *and, but, or*.
  - subordination for time and reason.
  - features of riddles.

##### Outcome

- A riddle based on a fruit or vegetable from the farm shop.

##### Presentation

- A poetry appreciation afternoon where two or more classes meet to perform, read and share their poetry from this term. Children from Year Two could invite their audience to solve their riddles.