

Year 2 Summer 2:

English			
Key Learning			
Unit	Story as a Theme	Poems on a Theme	Explanations
Outcome	<ul style="list-style-type: none"> A written narrative, based on a film or picture book, with a seaside setting. 	<ul style="list-style-type: none"> A seaside poem. 	<ul style="list-style-type: none"> An explanation text linked to a process that happens at the seaside.
Possible Duration	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 1-2 weeks. 	<ul style="list-style-type: none"> 2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Read further common exception words, noting tricky parts. Reread books to build up their fluency and confidence in word reading. Read longer and less familiar texts independently. Sequence and discuss the main events in stories. Retell a wider range of stories, fairy tales and traditional tales. Recognise use of repetitive language within a text or poem. Introduce and discuss key vocabulary within the context of a text. Use morphology to work out the meaning of unfamiliar words, e.g. <i>terror</i>, <i>terrorised</i>. 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> Give opinions and support with reasons, e.g. <i>Was Goldilocks a good or bad character?</i> 	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up their fluency and confidence in word reading. Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>. Use tone and intonation when reading aloud. Learn and recite a range of poems using appropriate intonation. Identify, discuss and collect favourite words and phrases. Recognise use of repetitive language within a text or poem. Make personal reading choices and explain reasons for choices. 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 <i>who, what, where, when, why, how</i>. 	<ul style="list-style-type: none"> Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up their fluency and confidence in word reading. Listen to a range of texts at a level beyond that at which they can read independently including non-fiction. Read a range of non-fiction texts including explanations. Discuss how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Introduce and discuss key vocabulary within the context of a text. Check that texts make sense while reading and self-correct. Demonstrate understanding of texts by asking and answering questions related to <i>who, what, where, when, why, how</i>.

Year 2 Summer 2:

English

Key Learning (contd.)

<p>Key Learning Writing</p>	<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> ▪ Select, generate and effectively use nouns. ▪ Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker.</i> ▪ Use subordination for time and reason. ▪ Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. ▪ Use specific text type features to write for a range of audiences and purposes, e.g. <i>to entertain.</i> ▪ Write about real and fictional events. ▪ Edit and improve their own writing in relation to audience and purpose. ▪ Evaluate their writing with adults and peers. 	<ul style="list-style-type: none"> ▪ Use commas to separate items in a list. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless.</i> ▪ Use suffixes <i>-er</i> and <i>-est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest.</i> ▪ Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. ▪ Use specific text type features to write for a range of audiences and purposes. ▪ Write simple poems based on models. ▪ Evaluate their writing with adults and peers. ▪ Read aloud their writing with intonation to make the meaning clear. 	<ul style="list-style-type: none"> ▪ Use the suffix <i>-ly</i> to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully.</i> ▪ Say, write and punctuate simple and compound sentences using the joining words <i>and, but</i> and <i>or.</i> ▪ Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> ▪ Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> ▪ Plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas. ▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to explain.</i> ▪ Edit and improve their own writing in relation to audience and purpose. ▪ Proofread to check for errors in spelling, grammar and punctuation.
<p>Suggested Texts</p>	<ul style="list-style-type: none"> ▪ The Sand Horse by Ann Turnbull. ▪ The Whales' Song by Dyan Sheldon. ▪ Dolphin Boy by Michael Morpurgo. ▪ Billy's Bucket by Kes Gray and Garry Parsons. ▪ One Smart Fish by Chris Wormell. ▪ Gracie the Lighthouse Cat by Ruth Brown. ▪ The Mermaid of Zennor by Charles Causley. ▪ Winnie at the Seaside by Valerie Thomas. ▪ At the Beach by Roland Harvey. ▪ The Lighthouse Keeper Stories by Ronda Armitage and David Armitage. ▪ Simple glossary of seaside vocabulary on Espresso (here). 	<ul style="list-style-type: none"> ▪ Seaside Poems by Jill Bennett. ▪ A First Poetry Book by Pie Corbett and Gaby Morgan. In addition to the Seaside chapter in this book, also refer to: <ul style="list-style-type: none"> – What we found at the seaside by Kate Williams in the Nature chapter. – Mermaid's Purse by Kate Sedgwick in the Fairies, Mermaids and Princesses chapter. – Cream Curdled Oceans by Violet Macdonald in the Food chapter. – Living at the Seaside by Marian Swinger in the Where We Live chapter. ▪ Sea Shoals See Shows on the Sea Bed by Paul Cookson (<i>ideal for performance</i>). 	<ul style="list-style-type: none"> ▪ Talk for Writing Across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong. ▪ The Complete Skeleton Book for Non-Fiction Text Types by Sue Palmer. ▪ How does it work? by Sylvia Karavis and Gill Matthews (Collins Big Cat). ▪ Writing an explanation about Beach Formation on the BBC Bitesize website (here). ▪ Can you spot the differences between a rabbit and a hare? on the BBC Bitesize website (here). ▪ How animals move on the BBC Bitesize website (here).

Year 2 Summer 2:

English

Key Learning (contd.)

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| <ul style="list-style-type: none">▪ Photographs to support simple seaside vocabulary on the Espresso website (here).▪ Short clip introducing the coast and associated features on the Espresso website (here).▪ For use in the gathering content and writing phases:<ul style="list-style-type: none">– Flotsam by David Wiesner.– Something Fishy by the Ringling College of Art and Design on the Literacy Shed website (here).– Bubbles by Gabriela Zapata on the Literacy Shed website (here).– A challenging descriptive writing model using a collection of seaside vocabulary on the BBC Primary Geography website (here).– Stimulus sounds collection on the BBC School Radio website (here) including sounds from a harbour, seawash and various weather conditions. | <ul style="list-style-type: none">▪ Undersea Tea by Tony Mitton (shape poem).▪ Seaside poems on the CanTeach website (here).▪ A challenging descriptive writing model using a collection of seaside vocabulary on the BBC Primary Geography website (here).▪ Stimulus sounds collection on the BBC School Radio website (here) including sounds from a harbour, seawash and various weather conditions.▪ Seaside sounds on the Espresso website (here).▪ Children's Poetry Archive website (here). | <ul style="list-style-type: none">▪ Market English – writing an explanation on the BBC Bitesize website (here). Please note that some of the text on screen reads as an instructional text rather than an explanation. Model how to translate from an instruction to an explanation, e.g. 'Unload the cows from the trailer' becomes 'The cows are unloaded from the trailer,' and 'Close the gate' becomes 'The gate is closed.'▪ Coastlines – longshore drift on the BBC Bitesize website (here).▪ How caves, arches and stacks are formed at the coastline on the BBC Primary Geography website (here). Introduce the term 'erosion' prior to viewing. <p><i>Note – The last two clips are challenging but accessible with effective teacher questioning and scaffolding.</i></p> |
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Year 2 Summer 2:

English

Story as a Theme – Creative Learning Opportunities and Outcomes

Creating interest

- Enjoy a class trip to the seaside. Take photographs and where possible, make video or sound recordings to use throughout the unit.
- Alternatively, reveal a mysterious bag or backpack to set the scene. This should be filled with seaside items, e.g. bucket, spade, sand tools, sun cream, swimming goggles, a rubber ring, pebbles – all dusted with sand.
- Ask the children to work in pairs to make predictions: *Who could this bag belong to? Where do you think it has come from? Where was the person going? What do we know about them?*
- Reveal a bag or prop from one of the stories to be used within the unit, e.g. if focusing on *The Lighthouse Keeper's Lunch*, unwrap his lunch from a picnic basket. If using *Flotsam* during the gathering content and writing phases, uncover a mysterious camera containing a film reel. Model asking questions as above and invite children to compose their own using the question hand to aid.

Learning outcomes

- Children will be able to develop vocabulary through first hand experiences.
- Children will be able to make predictions and ask questions.

Reading

Grammar: warm ups throughout the reading phase - focus on the use of apostrophes for contracted forms, e.g. *don't, can't, wouldn't, you're, I'll*.

Reading and responding

- Over several days, shared read of a range of seaside themed texts from the suggested texts list. Model reading and involve children in practising word building and blending, drawing attention to tricky parts and modelling appropriate phonics strategies.
- Pause the reading at significant points in each story or where key decisions are made. Explore predictions, characters, motives and inference, through 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. Encourage children to support their contributions with evidence from the text using P + E strategies (point and evidence).
- Follow with short writing opportunities, e.g. *questions, think, say, feel bubbles, role-on-the-wall, and lists using commas*. These may also facilitate the opportunity to revisit previously taught text types, e.g. *diary entries, letters, character descriptions*. Ensure to model first where necessary. Recap the collection and application of adjectives here.
- Use book talk to deepen understanding, encouraging the children to give opinions and support with reasons. Model and encourage children to use P + E (point and evidence) strategies.
- Step out of the story at various points to hold 'telephone conversations' between characters. As Mr and Mrs Grinling for example, plot what to do next in their plan to outwit the seagulls (*The Lighthouse Keeper's Lunch*). Link to short writing opportunities – extend to include or introduce the use of speech marks for more able pupils, modelling in a guided group setting.

Learning outcomes

- Children will be able to use apostrophes for contracted forms e.g. *don't, can't, wouldn't, you're, I'll*.
- Children will be able to apply their phonic skills to decode and blend unfamiliar and tricky words.
- Children will be able to use a range of talk and drama strategies to explore and deepen their understanding of stories and their characters.
- Children will be able to discuss characters and events, give opinions and support with reasons.
- Children will be able to apply their reading understanding to various short writing opportunities.
- Children will be able to write in one or two previously taught text types, using the story theme as a context.

Year 2 Summer 2:

English

Story as a Theme – Creative Learning Opportunities and Outcomes (contd.)

- As part of the shared reading, regularly identify and discuss new nouns and phrases within the chosen story, particularly those pertinent to the seaside setting. For example, in the case of *Dolphin Boy* nouns of interest may include; *quay, helm, pier, driftwood, gulls, gannets*; in 'The Whales' Song', *ocean, jetty, blubber, shore*. Orally rehearse using the same vocabulary in different sentences. Create an ongoing word bank to be added and referred to throughout the teaching sequence. Where appropriate, model the use of morphology to work out the meaning of unfamiliar words. For example, in the case of *The Lighthouse Keeper's Lunch*; *industry, industrious* - 'Mr Grinling was a most industrious lighthouse keeper'; *appetite, appetising* - 'Mrs Grinling had prepared a particularly appetising lunch.'
- Sequence the main stages of the story, either by ordering and labelling the key events, or creating story maps.
- As a class, learn to retell a chosen story using oral storytelling techniques. Before teaching the class the story, simplify the text where necessary, and embed the vocabulary and sentence structures most appropriate to move learners on.
- Immerse children in the seaside setting through further learning opportunities, e.g. *small world figures, sand and water trays, creation of seaside models and painting*. Link with the class role-play area – set up as either the seaside or the tourist information office in a seaside town. See the tourist information video clip referenced in the explanation unit suggested text list.
- Further support understanding of the setting and its wildlife with sections of video clips – see suggested texts.

Reading and analysing

- Through shared reading, explore further texts with a seaside theme (see suggested texts list), both during English lessons and at other times within the school day. Apply similar techniques to those described above.
- Ensure that once books are shared as a class, they are made accessible for children to reread at their leisure, i.e. they are displayed prominently in the book corner or as part of an interactive seaside display.
- Encourage the children to 'read as a writers', creating a toolkit of features over several days to refer back to in the writing phase.
- Continue to provide children with various resources to role play or retell the story at frequent opportunities.

- Children will be able to write in one or two previously taught text types, using the story theme as a context.
- Children will be able to identify, discuss and collect new vocabulary, and orally experiment with the application of this new vocabulary in different contexts.
- Children will be able to make links between words.

- Children will be able to sequence the main events within a story.
- Children will be able to orally retell a story using actions and story maps to aid.
- Children will be able to read longer and less familiar texts linked to this topic theme independently (perhaps in opportunities such as guided reading).
- Children will be able to reread some texts previously shared as a whole class.
- Children will know and understand the features of a story with a seaside theme.
- Children will be able to retell the story orally with the aid of various resources.

Gathering content

Grammar: warm ups throughout the gathering content phase - adding suffixes *-ness* and *-er* to create nouns, e.g. *happiness, sadness, teacher, baker*.

Learning outcomes

- Children will be able to create nouns by adding the suffixes *-ness* and *-er* e.g. *happiness, sadness, teacher, baker*.

Year 2 Summer 2:

English

Story as a Theme – Creative Learning Opportunities and Outcomes (contd.)

- The planned writing outcome determines the content needing to be gathered in this phase.
- One outcome might be to write a narrative text to accompany the picture book 'Flotsam' by David Wiesner.
- To gather the content towards this outcome, explore Flotsam over two to three sessions, asking questions such as *What is happening in each picture? Can you predict what will happen next?* Vary teaching and discussion to include whole class, group and paired approaches.
- Intersperse with reading response strategies and short writing opportunities at suitable points, e.g. *What do you think will be on the camera roll?*; create thought, say, feel bubbles whilst the boy waits for the film to be developed; invent dialogue between some of the sea creatures; use book talk to explore the possibilities of the various faces in the photographs.
- The full book is quite a complex story so simplify it into fewer pictures. This might involve looking at a smaller chunk of the book, e.g.

Boy plays on beach.

He finds a camera.

He gets the film developed.

He sees pictures of amazing undersea worlds.
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or

Boy plays on beach.

He finds a camera.

He gets the film developed.

He sees pictures of the children who have found the camera before.
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Using the camera, he takes his own picture.

He throws the camera back into the sea for someone else to find.
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- Ask the children to sequence the pictures. Using lists collated during the reading phase, attach labels to what they can see and 'hear' in each picture, ensuring this is modelled first. Support with audio sound effects such as those on the BBC School Radio website ([here](#)).
- Model the oral retelling of the events in one or two pictures, using the annotated words to help build the description of the setting. This could be supported with the video demonstrating how to write a description using seaside vocabulary on the BBC Primary Geography website ([here](#)). Provide seaside word mats if appropriate. Invite pairs to retell the events of one or two pictures, building in description as modelled, before feeding back to their group or the class.
- Responding to the children's retelling and description of one or two pictures, gradually extend to them retelling the whole story from their sequence of pictures.

- Children will be able to use a range of reading response strategies, including drama, to deepen their understanding of the text.
- Children will be able to sequence and discuss the main events in their narrative model.
- Children will be able to draw on vocabulary lists to formulate descriptions relevant to their chosen narrative.
- Children will be able to retell their chosen narrative using description and story language.

Year 2 Summer 2:

English

Story as a Theme – Creative Learning Opportunities and Outcomes (contd.)

- An alternative outcome would be to write a text to accompany a visual narrative, e.g. the film '*Something Fishy*' from the Literacy Shed website (**here**).
 - To gather the content for this outcome, begin by showing the film *Bubbles* on the Literacy Shed website (**here**). Use the stop, start, discuss technique at frequent intervals, together with reading response strategies as above to deepen understanding.
 - Sequence a series of still images from *Bubbles* to form the basis of a class narrative. Attach labels to what they can see and 'hear' in each picture, interacting with the seaside noun lists compiled in the reading phase.
 - Apply the same sequence to the film *Something Fishy*; this will form the basis of the children's independent story writing. Model oral story telling of the *Bubbles* sequence and ask children to repeat with the *Something Fishy* sequence. Ensure sufficient time is invested in the oral modelling of using the vocabulary selected and combining to create description. Again, seaside word mats could be used if appropriate and the task further supported through the use of the video clip demonstrating how to write a description using seaside vocabulary on the BBC Primary Geography website (**here**).

Writing

- Following the oral retelling of a narrative (whether to accompany *Flotsam* or *Something Fishy*), use shared writing techniques to model writing a section at a time. Focus on the use of apostrophes for contracted forms, e.g. *don't*, *can't*, *wouldn't*, *you're*, *I'll* and adding the suffixes *-ness* and *-er* to create nouns, e.g. *happiness*, *sadness*, *teacher*, *baker*.
- Also draw attention to previous grammar learning of using subordination for time and reason.
- Model the effective use of new vocabulary collected in the reading phase interacting with the working wall to do this.
- Children follow the modelling each day from the whole class focus and use their sequence of annotated pictures to inform their own writing.
- Allow for the opportunity for children to re-watch the film clip several times.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model editing and improving writing in response to audience and purpose.
- Following this modelling, allow children the opportunity to evaluate their writing with adults (guided time) and with peers.

Learning outcomes

- Children will be able to write a story with a seaside setting which includes:
 - apostrophes for contracted forms, e.g. *don't*, *can't*, *wouldn't*, *you're*, *I'll*.
 - the suffixes *-ness* and *-er* to create nouns, e.g. *happiness*, *sadness*, *teacher*, *baker*.
 - subordination for time and reason.
 - features of seaside stories.
- Children will be able to edit and improve their writing considering audience and purpose.
- Children will be able to evaluate their writing with adults and peers.

Outcome

- A written narrative based on a film or picture book with a seaside setting.

Presentation

- Arrange a scheduled story time or assembly with another class for the children to read their stories aloud to a real audience.

Year 2 Summer 2:

English

Poems on a Theme – Creative Learning Opportunities and Outcomes

Creating interest

- Show the children a picture of the seaside, gradually revealing the scene using the Smartboard 'spotlight' tool.
- Alternatively, play the sound from a clip at the seaside such as those on the BBC School Radio website (**here**).
- In each case, ask the children to:
 - make predictions as to where the setting is.
 - make a list of all the things they can see/hear using commas to separate items.

Learning outcomes

- Children will be able to make predictions.
- Children will be able to revise using commas to separate items in a list.

Reading

Grammar: warm ups throughout the reading phase – focus on selecting, generating and effectively using adjectives. Extend to include: adding suffixes *-ful* or *-less* to create adjectives e.g. *playful, careful, careless, hopeless*.

Reading and responding

- Through shared reading, explore a range of poems with a seaside theme. Model tone and intonation when reading aloud and involve children in practising word building and blending where necessary. Once read as a class, allow children the opportunity to reread the poems in groups or pairs in order to build up their fluency and confidence in word reading, before focusing on their tone and intonation.
- Use book talk to deepen the children's understanding of the poems. Ask questions about each poem, e.g. having read *Cream Curdled Oceans*, ask questions such as
 - What does it make you think of?
 - What items of food does it refer to?
 - Why do you think the poet has referred to these sorts of food?
- Provide short writing opportunities in pairs or groups, such as asking and recording their own questions or findings about the poem or creating lists using commas. Display these on the working wall for future reference.
- Identify and collect new vocabulary within each of the poems, e.g. *lighthouse, beacon, shipwreck, barnacled, moonbeam, rock pools* etc.
- Explore the meanings of words through discussion and the use of dictionaries. Orally rehearse the words in different contexts as well as within the context of the poem. Extend through a short writing opportunity where the children create a class and/or independent glossary. This could be in books or to display on the working wall. Refer to the glossary throughout the unit. This could be supported further with a class display of the seaside setting with pictorial cues and labels.
- Encourage the children to compare and contrast poems, expressing their preferences and explaining the reasons for their choices. Provide prompt cards to develop their responses, e.g. *I enjoy reading this poem because..., I like the way*

Learning outcomes

- Children will be able to apply their phonic skills to build and blend unfamiliar words.
- Children will be able to reread poems to build up their fluency and confidence in word reading.
- Children will be able to imitate tone and intonation when reading poems aloud.
- Children will be able to use discussion and talk strategies (e.g. book talk) to deepen their understanding of the poems read.
- Children will be able to listen and respond to the contributions of others.
- Children will be able to identify, discuss and collect new vocabulary, and orally experiment with the application of this new vocabulary in different contexts.
- Children will be able to make personal reading choices and explain reasons for their choices.

Year 2 Summer 2:

English

Poems on a Theme – Creative Learning Opportunities and Outcomes (contd.)

this poem makes me think of ..., *My favourite phrase is ... because ...* etc. Use various strategies to discuss such as paired talk partners, 'snowballing' to join with other pairs and group discussion. Take whole class feedback. Model, encourage and acknowledge quality listening and responding to the viewpoint of others.

- In addition to copies of the various poems studied as a class so far, provide children with anthologies of poetry in the class reading area for them to access independently,

Reading and analysing

- Begin to create a toolkit of features from the poems read. Continue to add to this over several days.
- Provide children with further poems for them to read and check against their toolkit. What features from their toolkit can they identify in each of these sample poems? Provide photocopies, pens and highlighters for children to annotate the features within each poem. A carousel could be set up where they can move in groups or pairs between poetry 'stations', reading and analysing a different poem at each station. Ensure this is modelled first.
- Revise the identification of nouns and verbs from previous units. Link this learning to the current grammar focus of adjectives. Highlight and collect adjectives and compile these as part of the class display for children to refer to later in the writing phase. Identify any repetitive words or phrases within the poem(s), question why the poet has used this technique and collate examples for the working wall.
- Linked to learning opportunities in art, or perhaps as a homework task, ask the children to select their favourite poem and create a visual representation, taking care to interpret each line in turn, modelling first. The poem *Cream Curdled Oceans* would provide a very interesting stimulus for this.
- Teach the children to recite a chosen poem or verse using oral storytelling techniques, e.g. creating actions and poetry maps to aid retelling. Model with one poem or verse and ask children to repeat in pairs with another poem or verse. Regularly practise reciting the poem or verse, using actions and the poetry map. Vary recitation methods to include whole class, groups, pairs, *babble-gabble* (as fast as you can), alternating with a partner line by line, alternating with a partner word by word, etc.

- Children will be able to identify and understand the features in selected poems.
- Children will be able to identify these features in further poetry samples.
- Children will be able to identify repetitive words or phrases within the poem and consider why the poet has chosen to use them.
- Children will be able to learn and recite a poem, using appropriate intonation.

Gathering content

Grammar: warm ups throughout the gathering content phase – focus on selecting, generating and effectively using adjectives. Extend to include: using suffixes *-er* and *-est* to create adjectives e.g. *faster, fastest, smaller, smallest*.

- Provide a selection of seaside pictures, photographs, postcards or short film clips. Play 'spotters' - What can you 'spot' (see or hear) in each? Model the making of a seaside noun list, e.g. *boats, sunbathers, ice-cream, deck chairs, buckets, spades, picnics etc*. Where possible, encourage children to identify and revisit new vocabulary related to the seaside theme from across the units, e.g. *Can anyone see a lighthouse? Rock pool? Gull? Starfish? Pier?* Following modelling, provide children with a further collection of pictures, postcards or photographs and invite them in pairs or groups to continue this 'spotting' exercise, creating their own seaside noun list. Snowball, share feedback and collate responses.

Learning outcomes

- Children will be able to 'spot' and list nouns in response to a stimulus.
- Children will be able to gather the content needed to write their own poem based on an innovated model.

Year 2 Summer 2:

English

Poems on a Theme – Creative Learning Opportunities and Outcomes (contd.)

- Consider any further content that needs to be gathered in this phase; this is dependent on the chosen model poem. For example, if innovating on *'What we found at the seaside'* by Kate Williams, the next step would be to attach a verb to each of the nouns 'spotted' in the earlier exercise. What could each of the nouns be doing? Provide children with possibilities with which they could experiment, in the form of a matching game, e.g. *which verb cards could go with the different noun cards? Which go well together and help to paint a picture in the reader's head?* Examples might include:
 - ice creams **melting**
 - buckets **overflowing**
 - boats **bobbing**
- If innovating on *Cream Curdled Oceans* by Violet Macdonald (a more challenging model), the next step would be to consider each of the nouns 'spotted', and ask which of their favourite foods each noun reminds them of.

Writing

- Following the gathering of content above, use shared writing techniques and model writing a line at a time for a class seaside poem. Model interacting with the various word lists compiled, articulating reasons for the selection of one word choice over another.
- Make links with the grammar warm ups from the previous two phases; selecting, generating and effectively using adjectives, adding suffixes *-ful* or *-less* to create adjectives e.g. *playful, careful, careless, hopeless* and adding suffixes *-er* and *-est* to create adjectives e.g. *faster, fastest, smaller, smallest*.
- These links could be made more explicit by inclusion in the success criteria for their innovated poem or as a means of differentiation to challenge the more able. For example, to further develop the innovation of *What we found at the seaside*, include an adjective using the *-ful* or *-less* suffix to begin every line, e.g.
 - **Helpless** ice creams melting,
 - **Colourful** buckets overflowing,
 - **Playful** boats bobbing.This could be supported by a matching card game using the collection of words containing the suffixes *-ful* or *-less*. Which adjectives using *-ful* or *-less* appropriately match the existing line? Which help to paint a picture in the reader's head? This more challenging activity would require a high level of teacher modelling to ensure an appropriate selection of words.
- Children follow the modelling each day from the whole class focus and use their own lists and notes to inform their own poetry writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Following this modelling, allow children the opportunity to evaluate their poetry writing with adults (guided time) and with peers.
- Children rehearse their completed poems aloud, using tone and intonation to make the meaning clear.

Learning outcomes

- Children will be able to write a seaside poem, based on an original, including adjectives.
- Children *may* be able to include within their seaside poem;
 - adjectives ending with the suffixes *-ful* or *-less*.
 - adjectives ending with the suffixes *-er* and *-est*.
- Children will be able to evaluate their poetry writing with adults and peers.
- Children will be able to rehearse and perform their poems, using intonation to make the meaning clear.

Year 2 Summer 2:

English

Poems on a Theme – Creative Learning Opportunities and Outcomes (contd.)

Outcome

- A seaside poem based on an original.

Presentation

- Poetry recital in assembly, to another class or parents.
- A class seaside poetry anthology, displaying their innovated poems based on an existing model.

Year 2 Summer 2:

English

Explanations – Creative Learning Opportunities and Outcomes

Creating interest

- Arrange with a teaching assistant to use the teacher in role approach; the teacher takes on the role of a pupil and the teaching assistant takes the role of the teacher. Whilst in role, the teacher arrives in class late (perhaps dress up in the school uniform and arrive with a school bag). Create an entrance and sit on the carpet with the rest of the class. When questioned by the TA, the 'pupil' explains why they are late. Create a catalogue of disasters that could have happened that morning, linking with both time and causal conjunctions. Ensure to have prepared a script first containing lots of examples of each, e.g. **First of all**, my alarm clock didn't go off, **causing** me to wake up late. **Next**, I was rushing so much to get ready, that I spilled my porridge all down my school jumper. **Because of this**, I **then** had to find my spare jumper...

Learning outcomes

- Children will be able to listen to an explanation delivered in role.
- Children will be introduced to time and causal conjunctions.

Reading

Grammar: warm ups throughout the reading phase – focus on using subordination for time and reason.

Reading and responding

- Linking to the role play in the creating interest phase, give the children a one minute, timed challenge where they must recount all the reasons why the pupil was late. Create a text map to provide the children with a pictorial sequence.
- Play back a recording of the original role play or step back into the role. This time focus the children's attention on the time joining words or conjunctions that the 'pupil' uses. In pairs, ask the children to record these on small whiteboards. Snowball with other pairs, then feedback as a class, to form a class list to be added and referred to throughout the unit.
- Outline to the children that whilst you were in role as a pupil, you were explaining to them why you were late. Your recount of events was an explanation. Often, an explanation text includes a process. When explaining a process or sequence where one thing happens after another, it is important to use time joining words or conjunctions so that the reader or listener knows the order in which things happen. What time joining words or conjunctions did our new 'pupil' use? An explanation also includes information as to *why* or *how* something happens, so it also includes causal joining words or conjunctions, such as **because, so, if, this causes**. We use these words or phrases to show when one thing has happened *because* of something else, e.g. *I didn't get up on time because my alarm clock didn't go off.*
- Once again, step back into role to replay the scene (or play back the recorded version). This time, ask them to 'spot' and collect all the causal joining words/conjunctions that the 'pupil' uses. Snowball with other pairs, then feedback as a class, forming a class list which can be added and referred to throughout the unit.
- Create human sentences by using three cards: I didn't get up on time / because (*display on a different colour card*) / my alarm didn't go off.
Choose three children to hold up a card each, positioning the 'because' in the middle '*I didn't get up on time because my alarm clock didn't go off.*' Ask the child who is holding the 'because' card to link arms with the two holding the other cards to represent the function of a joining word.
- Next, rearrange the children to construct the sentence differently '**Because** my alarm clock didn't go off, I didn't get up on time.'

Learning outcomes

- Children will be able to recount events.
- Children will be able to identify time joining words or conjunctions.
- Children will be able to describe what an explanation text is and what it does.
- Children will be able to identify joining words or conjunctions.
- Children will be able to experiment with moving the causal conjunction within the sentence.
- Children will be able to apply appropriate phonic strategies and check that texts make sense when reading and self-correct where necessary.
- Children will be able to access a range of explanation texts and identify what is being explained in each.
- Children will be able to discuss the organisational features of explanation texts.
- Children will be able to identify and discuss new vocabulary, and experiment using it in different contexts.
- Children will be able to create text maps to demonstrate a process being explained.

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Explanations – Creative Learning Opportunities and Outcomes (contd.)

- Repeat with further examples, extending the more able to use a comma where they naturally hear the break in the sentence.
- Through shared reading, explore a range of explanation texts, both in written and visual form. Model appropriate phonic strategies, checking that texts make sense when reading and self-correcting where necessary. In each case, identify what is being explained.
- Discuss and identify organisational features; headings, subheadings, diagrams etc. Ask children to pass the microphone (or other signifier) around the group to each retell a fact or part of the process.
- Introduce and discuss key vocabulary as it arises. Orally rehearse using the vocabulary in different contexts to embed meaning. Record vocabulary on the working wall for future use.
- Create a text map to represent an explanation including arrows to indicate the sequence. Add joining words and phrases to show time and cause/effect, e.g. time – *next, then, a few minutes later, finally*; cause/effect – *because, if, as a result, this causes*.

Reading and analysing

- Begin to create a toolkit of features for explanation texts. Continue to add to this over several days.
- Provide children with further explanation examples for them to check against their toolkit; *what features from their toolkit can they identify in this explanation text? Is there a sequence of events? What tense is it written in? Are there any sub-headings to help the reader follow the explanation? Is there any technical language?* Provide differentiated texts, and ask the children to highlight and annotate the features.
- Continue to identify and collect both time and causal conjunctions. Display on the class working wall for children to refer to later in the writing phase.
- Ensure that once texts have been shared, they are left out as part of the display or class reading area to allow children the opportunity to re-read, and in doing so, develop their fluency and confidence.

Gathering content

Grammar: warm ups throughout the gathering content phase – focus on using the suffix *-ly* to turn adjectives into adverbs, e.g. *slowly, gently, carefully*.

- Consider other **how** and **why** questions that would require an explanation. Start with topics within the children's experiences e.g. **How** do we pay our dinner money in school? **How** does the school library work? **Why** must we tie our hair back in P.E.? Imagine the worst possible morning you could have, how would you explain to the teacher why you were late?
- Model and challenge children to orally create an explanation to answer each of these questions, using both time and causal conjunctions and phrases appropriately.
- Based on one of the seaside themed video clip explanations, or the children's response to one of the above questions, create a text map of the sequence or process. This will form the basis of the class explanation text. Model and involve

- Children will be able to identify and understand the features of explanation texts.
- Children will be able to identify these features in further explanation text samples.
- Children will be able to reread texts to develop their own fluency and confidence in word building.

Learning outcomes

- Children will be able to orally compose an explanation text, using both time and causal conjunctions, in response to a question within their experience.
- Children will be able to create a text map for their own explanation based on a video clip sequence.
- Children will be able to annotate their text map with arrows, and time and causal conjunctions.

Year 2 Summer 2:

English

Explanations – Creative Learning Opportunities and Outcomes (contd.)

the children in orally retelling the explanation, using both time and causal conjunctions/phrases and focusing on the grammar learning – using subordination for time and reason. Embed the oral retelling by asking children to retell the explanation in groups and pairs.

- Show the children another explanation clip or provide with another question. This will form the basis of their independent writing. Following the modelling for the class text, ask children to create a text map for their explanation, annotating with arrows to show the process. Ensure they add time conjunctions and phrases in one colour, and causal conjunctions and phrases in another. To help structure their explanation, children could be provided with a series of pictures from each part of the process. Provide plenty of opportunity for children to orally rehearse, discuss and evaluate their explanation with their peers, before they write.

- Children will be able to orally rehearse their writing with peers and respond to feedback.

Writing

- Following the explanation text map for the class version, use shared writing techniques to model writing a section at a time. Throughout the modelling process, focus on the effective application of subordination for time and reason, and using the suffix *-ly* to turn adjectives into adverbs, e.g. *slowly, gently, carefully*.
- Model the appropriate use of time and causal conjunctions, plus any technical vocabulary collected throughout the theme. Explicitly model interaction with the working wall to do this.
- Children follow the modelling each day from the whole class focus and use their own text map and oral retelling / rehearsal to inform their independent writing.
- Use AFL, marking and feedback to adjust the shared writing focus daily.
- Model proofreading for spelling, grammar and punctuation errors and the need for texts to make sense when reading. Show the children how to self-correct.
- Model the editing process, highlighting the importance of audience and purpose. Following this modelling, allow children the opportunity to edit and improve their writing with adults (guided time) and with peers.

Learning outcomes

- Children will be able to write an explanation text, linked to a process that happens at the seaside, which includes:
 - subordination for time and reason.
 - the suffix *-ly* to turn adjectives into adverbs, e.g. *slowly, gently, carefully*.
 - features of explanation texts.
- Children will be able to proofread their work to check for spelling, grammar and punctuation errors.
- Children will be able to edit their work showing an awareness of audience and purpose.

Outcome

- An explanation text linked to a process that happens at the seaside.

Presentation

- An explanation leaflet or booklet that could be displayed in class. Alternatively, it could be 'sold' or displayed in the seaside themed role play area, e.g. tourist information centre in a seaside town.