

Learning Wall content available from day one for the block e.g. WAGOLL, visual representations, etc		The Princess and the Paper Bag <a href="https://www.youtube.com/watch?v=Pm7AUymn6WE">https://www.youtube.com/watch?v=Pm7AUymn6WE</a> The Dragon Machine <a href="https://www.youtube.com/watch?v=puW66Xn-uO">https://www.youtube.com/watch?v=puW66Xn-uO</a> George and the Dragon <a href="https://www.youtube.com/watch?v=IA9nAvl8uuw">https://www.youtube.com/watch?v=IA9nAvl8uuw</a>						
Year group/class:	Grammar/Spelling	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities				Plenary
				D	C	B	A	
Mon	Introduce the weeks spelling rule/pattern The /-il/ sound at the end of words. Discuss with chn when we use the il sound (very few words and in most you can hear the i) and show chn: Pencil, fossil, nostril, pupil, April Chn then write: gerbil, lentil, evil, anvil, basil	Guided Reading-Coaching	Introduce SATs guided reading lesson, explain that we will be going through a set of questions as a class, finding the answers in the text and then writing the answers in our books. Remind chn of when we looked at the comprehension papers in partners and used the text to find the answers – this is the same! Follow the link to the SATs reading paper, today we are going to complete Lunchbox: The story of your food (section 2 p12-19): <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711236/STA1879_60e_2018_ks1_English_reading_Paper1_reading_prompt_and_answer_booklet.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711236/STA1879_60e_2018_ks1_English_reading_Paper1_reading_prompt_and_answer_booklet.pdf</a> Complete practice question as a class; reading the text to the children, model using the text to find the answers and underlining/circling the information before answering the question.	<b>Task:</b> SATs coaching; class will work through questions on IWB then chn will answer in books. Don't need to write questions or print papers- guided process together. Work through pages 12-19 reading the text and questions to chn. Discuss the questions and where we will find the answers to the questions. Give chn a few mins for each question with their talk-partner then go through together and model circling/underlining the information in the text. Chn are to record their answers in their literacy books.  CT to work with whole class and then support D to record answers				As chn are to complete question 20 on their own – choose a child with a lollypop stick to read their answers and explain where/how they found the answers in the text!  End of day story: <a href="https://www.bbc.co.uk/bitesize/clips/zcnxpv4">https://www.bbc.co.uk/bitesize/clips/zcnxpv4</a>
Tues	Phonics- alternative z and u sound. z: zoo, zebra, zip, zipper, zest, zero, zone zz: jazz, buzz, fizz, buzzer, fizzle, pizza, buzzer se: please, these, use, cheese, noise, rise, ease, close, hose, lose, exercise, blouse  u= bus, brush, drum, lunch, plug, pumping, skull, sunny, thumb ue= units, unicom, music, tuba, future, tunic, super,	LO: To write a character description 1. Demarcate sentences accurately. 2. Use commas in a list 3. Use apostrophes of possessive and contraction Challenge: Rewrite an expanded noun phrase	Read the first 4 pages on the ppt of 'The dragon machine' to the children and discuss what do we know about the character George. Read the character description of Princess Elizabeth from 'The Paper Bag Princess.' Discuss what we can infer about her as a character. Read the character description of Prince Ronald and discuss. Reflect back on the video we watched yesterday. Show chn the pobble image: <a href="https://www.pobble365.com/a-dangerous-pet">https://www.pobble365.com/a-dangerous-pet</a> and discuss what we think they are like. Have chn spotted a common theme in the stories and images shown? Explain that this week they are going to create a fantasy story and that today they need to think about their character. They need to be able to describe what they are like, how they behave and give some information about their character.	<b>Task:</b> Chn to have an image of a dragon and a child. Chn to map adjectives around the image and with AS write a sentence using correct punctuation.	<b>Task:</b> Chn to have the option of having an image of a dragon or making their own one up. Chn to have a word bank of adjectives to describe a dragon and then independently	<b>Task:</b> Chn to make up their own dragon and use accurate punctuation and commas to describe it. Check in with chn after 20 minutes to prove support and guidance with punctuation.	<b>Task:</b> Chn to invent their own characters, using accurate punctuation, commas in a list and apostrophes for possession and contraction.	Watch 'The Princess and the Paper Bag.'

	<p>use, human, stupid, usual, tuna, ruby</p> <p>oo= put, full, bush, cushion, cuckoo, pudding, pushing, awful, butcher, bully, bulldog, playful</p>		<p>Read chn a WAGOLL and discuss with chn what features can we spot in the WAGOLL. Model using an image of a dragon to plan the character of the story and then check we are meeting the success criteria.</p>		<p>write sentences to describe what the dragon looks like and how it behaves.</p>			
Weds	<p>Phonics- alternative i and ear sound.</p> <p>igh: right, light, night, knight, bright, fight, height</p> <p>ie: pie, lie, tie, die, fried, cried, dried, tried</p> <p>i-e: time, bike, kite, slide, bride, pride, wide, ride</p> <p>y: cry, fry, spy, my, by, funny, candy, shy, try</p> <p>ear: ear, hear, dear, beard, year, near</p> <p>eer: beer, deer, jeer, cheer, career, steer</p> <p>ere: here, severe, interfere, sincere, sphere</p> <p>ier: pier, tier, skier, fierce, cashier, pierce</p>	<p>LO: To describe a setting</p> <ol style="list-style-type: none"> <li>1. Use adjectives</li> <li>2. Use an expanded noun phrase to specify appearance</li> <li>3. Use an expanded noun phrase to specify location</li> </ol> <p>Challenge: Edit and improve a sentence</p>	<p>Recap what an expanded noun phrase is and then build how to make an expanded noun phrase specifying appearance and location. Model writing these in a sentence as chn will write one and not include it in a sentence so it is not coherent.</p> <p>Read to chn the setting from 'The dragon machine' and 'George and the dragon'. Watch the video <a href="https://www.literacyshed.com/dragonslayer.html">https://www.literacyshed.com/dragonslayer.html</a> and describe the setting as a class using adjectives. Model how to write a scene using expanded noun phrases to specify appearance and location.</p> <p>After 15 minutes stop and model how to edit and improve a sentence from the shared writing.</p>	<p><b>Task:</b></p> <p>Chn to have an image of a setting and need to select the correct adjectives from a word bank to describe this. Chn to then try to write a sentence to describe this.</p>	<p><b>Task:</b></p> <p>Chn to have a choice of setting images to support ideas and use adjectives in sentences to record their ideas. Have chn try to record an expanded noun phrase for appearance</p>	<p><b>Task:</b></p> <p>Discuss with chn their setting before sending from carpet. Chn to write sentences describe their setting using expanded noun phrases for appearance and challenging selves to include expanded noun phrases for location.</p>	<p><b>Task:</b></p> <p>Chn to create their own setting and to write about it, describing it in detail and attempting to create atmosphere. Chn to use expanded noun phrases for appearance and location. If finish chn to edit and improve work.</p>	<p>Watch 'The Dragon Machine.'</p>

Thurs	<p>Phonics- alternative ar and air sound.</p> <p>ar: far, car, bark, card, hard, park</p> <p>a: pass, path, bath, last, grass, father</p> <p>al: half, calf, calm, palm, almond, balm</p> <p>ear: heart</p> <p>are: are</p> <p>ough: laugh, draught, laughter</p> <p>air: air, chair, fair, hair, pair, unfair</p> <p>ear: bear, pear, wear, tear, swear</p> <p>ere: where, nowhere, there, somewhere, everywhere, anywhere</p> <p>are: bare, hare, care, dare, stare, glare</p> <p>eir: their</p>	<p>LO: To plan a story</p> <ol style="list-style-type: none"> <li>1. Understand the sequence of events and how events are linked</li> <li>2. Use conjunctions</li> <li>3. Use accurate tense</li> </ol> <p>Challenge: Use a thesaurus to improve vocabulary</p>	<p>Read the story of 'George and the Dragon.' Discuss with chn the plot for all the dragon themed stories we have read this year. Discuss with chn the concept of a beginning (sets the scene and introduces the characters), middle (builds up to a problem or issue) and ending (solution to the problem and resolves the issue).</p> <p>Discuss with chn what our story could be and mind map ideas, looking at our character and the setting that we came up with this week. Model writing the plan and explain to chn they need to record a beginning, a middle and end and ensure that their ideas link together. Question chn to what the tense is of our story and highlight verbs used.</p>	<p><b>Task:</b></p> <p>Chn to use the story planner to plan a beginning, middle and end and make links between the events happening with adult support.</p>	<p><b>Task:</b></p> <p>Chn to complete the story planner and use conjunctions to explain what is happening in their story.</p>	<p><b>Task:</b></p> <p>Chn to record a beginning, middle and end, using conjunctions and then carefully proofread work ensuring that tense is correct.</p>	<p><b>Task:</b></p> <p>Chn to complete B activity and then use a thesaurus to improve vocabulary used in their work.</p>	<p>Share with chn WAGOLL fantasy story- discuss what we like and dislike.</p>
Fri	<p>Weekly spelling test.</p>	<p>Independent writing:</p> <p>LO: To write a fantasy story</p>	<p>Recap with chn what the key features of writing a story are and recap the features of year 2 writing we expect to see this week. Model how to use our plan to help structure our writing and to help us with our ideas.</p> <p>Model the beginning of the writing with chn and explain they will have 25 minutes to write their story. They will then stop, carefully check their work and then will begin to write again for an additional 10 minutes before they will stop and check again. Chn to edit their work, making additions and revisions.</p> <p>Explain that in Year 2 we write for longer and we have to practice and learn how to carefully check that our writing makes sense and is the best it can be.</p>	<p>No success criteria – remember to include all the good features of Year 2 writing.</p> <ul style="list-style-type: none"> <li>• Coherent and sequenced sentences</li> <li>• Question marks used accurately</li> <li>• Exclamation marks used accurately</li> <li>• Use commas in a list</li> <li>• Use coordinating conjunctions (or/and/but)</li> <li>• Use subordinating conjunctions (when/ if/that)</li> <li>• Capital letters and full stops used mostly accurately to demarcate sentences</li> <li>• Handwriting: letters formed in the correct size, spaces between words, start and finish letters in the correct place, use the diagonal and horizontal leading in and leading out strokes</li> <li>• Spell some common exception words</li> <li>• Use past tense</li> <li>• Spell most words using the correct phonemes/graphemes</li> </ul>	<p>Share one sentence. Give verbal feedback.</p>			

Resources:

Tuesday:

WAGOLL:

### **What does he look like?**

Scorch is a huge lava monster that torments volcanic cities. Covering his whole rough body, are huge crumbling boulders that stack up to form a huge arching back. As he builds with rage, these rocks begin to pulsate and glow a dark orange. With arms like an ape, he smashes his huge fists down to the ground - sending aftershocks along the splitting floor. Occasionally, chunks of his rocky flesh fall, like lava bombs to the helpless plants below, which instantly ignite into furious flames. Balanced on top of his muscular shoulders are two menacing heads. Burning and smouldering, his eyes glare like four scorching suns - that could burn your very soul. His jaw drops and spews liquid scorching lava onto innocent civilians below when his rage becomes uncontrollable.

### **What is his personality like?**

Unfortunately, he has a temperamental personality due to his burning core. His mood can change at any moment, depending on the situation. During the night, he is calm and relaxed because the noise from above the ground is limited. However, once day arrives and the city awakens, the hustle and bustle of the residents and their stomping feet on the ground irritates him. This makes him heat up with anger; raise his temperature; produce ash clouds from his ears and spew lava down towards the population.

### **What does he eat?**

During the summer months, he feasts on a variety of heated objects such as:

- Coal from fireplaces - He reaches down chimneys and scoops it up with his huge claws.
- Oven parts - During the night, he searches for these in scrap heaps on the outskirts of the town.
- Fireworks - In October, these are his special treats that he catches in mid-air and eats them like sweets.

During the winter months, it gets too cold for Scorch and he returns to his home in order to hibernate. This allows him to keep his body at a core temperature of 500 Degrees Celsius. If his body temperature drops too much, his body would turn back to rock causing him to freeze and never move again.

### **Where does he live?**

For this reason, he returns to his habitat underneath the earth's crust and bathes in the hot lava below. He lays in the scorching magma; in the same way a human would relax in a bath. This environment allows his body to stay at the correct temperature and also allows him to drink the lava when he is thirsty. He does this until the earth heats up (during the summer months). Then, Scorch awakens - in a grumpy mood - and breaks through the earth's crust causing earthquakes. He wanders throughout the land, searching for food to lock up his hunger; supplies to rebuild his body; and civilians to torment. Would you dare to wake him up?

D activity:



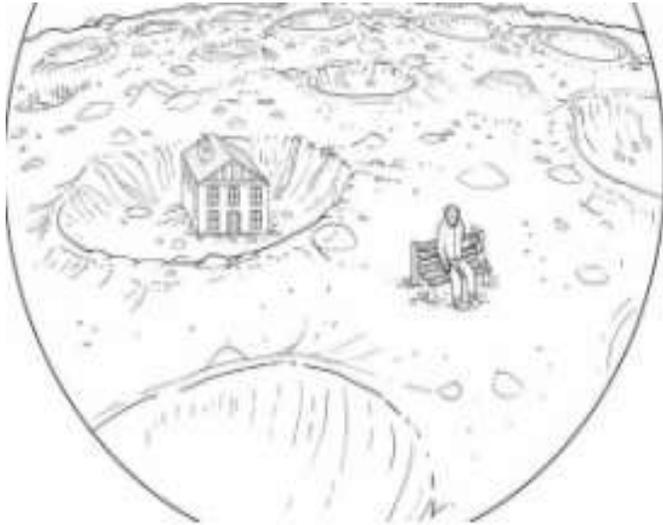
C activity:



<p>claws</p> 	 eyes  ears	<p>head</p>   horns	<p>legs</p> 	<p>spikes</p> 	 teeth  tail 	<p>wings</p> 
<p>cutting  crimson  callous  clear  clumsy  creepy  crooked  cruel</p>	<p>emerald  eager  eerie  electrifying  enormous  evil  excellent  exotic  excited</p>	<p>hard  hooked  hairy  horrendous  horrible  horrid  handsome  harsh  harmful  hateful  huge  hazardous  heavy  hollow</p>	<p>leathery  large  limping  loathsome  long  lumpy  lazy</p>	<p>scarlet  savagely  scary  scratchy  silver  sinister  smooth  sleek  slim  slender  sparkling  spooky  stiff  strange</p>	<p>terrible  tremendous  terrifying  terrific  titanic  tough  toxic</p>	<p>wicked  wonderful  warlike  wavy  weary  weighty  weird  white  wide  wild  wonderful  wondrous</p>

Wednesday:

WAGOLL:



The vast landscape stretched for miles; a series of repetitive craters. Thick dust settled on the hard surface and when disturbed, filled the atmosphere making it cloudy. A solitary man sat peacefully still on a park bench, staring into the bleak beyond. Loneliness seemed to engulf this place, even when looking from afar. Colourless and empty, the atmosphere reflected the man inside.

D activity:



dark green damp  
fresh spooky quiet  
freezing gloomy  
creepy calm  
peaceful lonely wild  
leafy cold terrifying



windy warm hot  
tropic beautiful  
magnificent sandy  
cool rocky calm wild  
lovely scorching  
freezing quiet lonely

# Setting Description Senses Word Mat

## Sights

ancient  
angular  
bright  
bustling  
cluttered  
crowded  
dazzling  
disappointing  
dusty  
empty  
enormous  
fashionable  
glistening  
gloomy  
grim  
hectic  
impressive  
luxurious  
miniscule  
misshapen  
rounded  
spotless  
unkempt  
wonderful

## Sounds

banging  
buzzing  
discordant  
gurgling  
grating  
howling  
loud  
low-level  
melodic  
muttering  
noisy  
quiet  
raucous  
ringing  
rustling  
scratching  
screeching  
scuffling  
silent  
tapping  
thumping  
tuneful  
wailing  
whispering

## Smells

clean	homely
clinical	mouth-watering
damp	perfumed
delicious	pleasant
disgusting	pungent
dusty	refreshing
earthy	sickening
exotic	smoky
familiar	tangy
floral	tempting
fresh	unfamiliar
fruity	unusual

## Sensations

bumpy  
cool  
damp  
forceful  
freezing  
gentle  
hard  
itchy  
jagged  
loose  
pleasant  
rough  
slippery  
smooth  
soaking  
soft  
sticky  
stifling  
sweltering  
tickly  
tight  
uncomfortable  
unpleasant  
wobbly

## Feelings

amazed  
anxious  
ashamed  
calm  
confident  
curious  
disappointed  
eager  
excited  
exhilarated  
furious  
impressed  
lazy  
lonely  
miserable  
nauseated  
nervous  
overawed  
overjoyed  
proud  
reluctant  
serene  
terrified  
underwhelmed



## Descriptive Settings: Forests and Woodland

### What Can I Describe?

bark  
berries  
birds  
brambles  
branches  
deer  
fallen leaves  
ferns  
foxes  
ground  
insects  
ivy  
mice  
moss  
pine cones  
spiders  
squirrels  
thickets  
trees  
trunks  
undergrowth

### How Can I Describe It?

abundant  
chirping  
creaking  
damp  
decaying  
earthy  
fallen  
gloomy  
humming  
impenetrable  
peaceful  
rotting  
rough  
serene  
shady  
silent  
stagnant  
sun-dappled  
tangled  
tranquil  
whistling

### What Can It Do?

bend  
creep  
govern  
groan  
jut  
perch  
protrude  
rise  
rustle  
scamper  
scrabble  
scramble  
scurry  
settle  
shuffle  
slouch  
stumble  
sway  
twist  
weave  
whisper

### Examples of Effective Phrases

The rustling leaves sang a soothing melody...

...sun-dappled secrets being uncovered...

...scampered and scurried through a labyrinth of roots and fallen foliage...

The haunting shadows of branches danced across the floor...

...holding its majestic crown of leaves high...



## Descriptive Settings: Beaches, Sea and Waves

### What Can I Describe?

cliffs  
coast  
crest  
current  
docks  
driftwood  
fishermen  
horizon  
marina  
marine life  
rock pools  
sailors  
sandbar  
sand  
seabed  
seabirds  
shells  
shoreline  
tide  
vessels  
water

### How Can I Describe It?

boundless  
calm  
choppy  
crashing  
endless  
glassy  
golden  
heavy  
isolated  
mighty  
pebbly  
remote  
rocky  
secluded  
shallow  
tidal  
tropical  
turbulent  
uncharted  
undulating  
vast

### What Can It Do?

anchor  
break  
crash  
curve  
drift  
flourish  
flow  
haul  
overlook  
plunge  
rage  
ride  
rise  
roll  
sail  
slope  
stretch  
stroll  
surge  
sweep  
wash

### Examples of Effective Phrases

*...sunlight glistened from the wave's crest...*

*...glistening on the horizon...*

*Stormy, tumultuous waters raged...*

*...miniscule grains of golden sand...*

*Tropical waters stretched as far as the eye could see...*

*...boats floating atop the glassy water...*



<p><b>Introduction</b></p> <ul style="list-style-type: none"><li>• Introduce the main characters</li><li>• Introduce the story setting</li></ul>	
<p><b>Build-Up</b></p> <ul style="list-style-type: none"><li>• Develop the characters and the setting</li><li>• The points that lead up to the conflict or climax (high point) in the story</li></ul>	
<p><b>Conflict/Climax</b></p> <ul style="list-style-type: none"><li>• The conflict or climax in the story</li><li>• How do the characters react?</li></ul>	
<p><b>Resolution</b></p> <ul style="list-style-type: none"><li>• How the conflict is resolved and the ending to the story</li></ul>	

Thursday: