

Learning Wall content available from day one for the block e.g. WAGOLL, visual representations, etc		Diary of a baby wombat - <a href="https://www.youtube.com/watch?v=Vhdn4ENXt18">https://www.youtube.com/watch?v=Vhdn4ENXt18</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
				4	3	2	1	
Mon	Introduce the weeks spelling rule/pattern Common Exception words (below words will need to be added to spelling shed lists) Move, eye, whole, people, pretty, everybody, bath, children, money, who.	Guided Reading- Predict	Introduce guided reading session. Ask chn what do we mean when we say <b>predict/prediction</b> ? Take chns ideas and then share definition with chn - reasonable prediction - <i>saying what they think might happen from the details stated and implied</i> . Share images on PP and give chn a few mins to predict with their talk-partner what they think might happen next? Why? Are their prediction's reasonable i.e using information they can see/read? Share image of front cover of Diary of a wombat. What do we think the book might be about? What will happen next? What other characters might be in the story? Share blurb of diary of a wombat and give chn a few mins to discuss in their talk-partners the same questions now they have a little more information then feedback and share ideas. Children to work in their books, they do not need to write questions but need to write answers in full sentences.	<b>Task:</b> Chn to have multiple choice answers, they need to discuss with an adult which they think is the most reasonable prediction and then write the answer in their book.	<b>Task:</b> Chn to have images of front cover/images from the book are to answer questions in sentences in their book with an adult supporting.	<b>Task:</b> Chn to answer questions in their books with their reading partner.	<b>Task:</b> Chn to answer questions in their books in full accurate sentences.	<a href="https://www.lit-eracyshed.com/marshmallows.html#">https://www.lit-eracyshed.com/marshmallows.html#</a> watch animation pause at <b>18 seconds</b> when the monster is behind the boy - ask the chn to make predictions to their talk-partner then watch the rest of their clip - were the predictions close to what happened?
Tues	Alternative spellings - <b>or</b> and <b>ur</b> : <b>or</b> : fork, storm, born, com, horn, cork, fort, sport, porch, torch, scorch, force. <b>aw</b> : raw, claw, draw, thaw, straw, hawk, squawk, dawn, fawn, lawn, pawn, scrawl. <b>our</b> : pour, four court, course, moun, source. <b>augh</b> : caught, fraught, naughty, daughter, slaughter,	LO: To demarcate sentences accurately 1. Use capital letters and full stops 2. Use questions marks 3. Use exclamation marks Challenge: Use commas to separate items in a list	Introduce LO and SC to chn. Give chn a few mins to discuss their predictions from the front cover of 'diary of a wombat' yesterday. Explain that today we are going to read 'diary of a baby wombat' - <a href="https://www.youtube.com/watch?v=Vhdn4ENXt18">https://www.youtube.com/watch?v=Vhdn4ENXt18</a> . Share image of front cover and ask chn what do they think this book might be about? Talk-partners then feedback and share ideas. Read 'diary of a baby wombat' and then explain that this week are independent writing task is going to be writing a diary entry in the style of the Baby wombat and wombats diary entries. Ask chn what style was his diary entry written in? What words were repeated throughout each diary entry e.g. <b>week day</b> - <b>Monday time</b> - <b>Morning, afternoon, evening, night</b> . We are going to follow the same format for our diary entries with a focus on using different types of sentences in our diary entries. Recap different types of sentences and the punctuation we	<b>Task:</b> Chn are going to write a diary entry using template to support (writing in books not on template) with adult support.	<b>Task:</b> Chn need to write a diary entry in their books using full stops and capital letters accurately in most sentences.	<b>Task:</b> Chn need to write a diary entry in their literacy books, using accurate punctuation consistently, question marks and commands.	<b>Task:</b> Chn need to write a diary entry in their literacy books using accurate punctuation consistently, commands, question and exclamation marks. Challenge: Use commas in a list.	Choose a few lollipop sticks and chn to read their diary entries aloud - 2 stars and a wish!

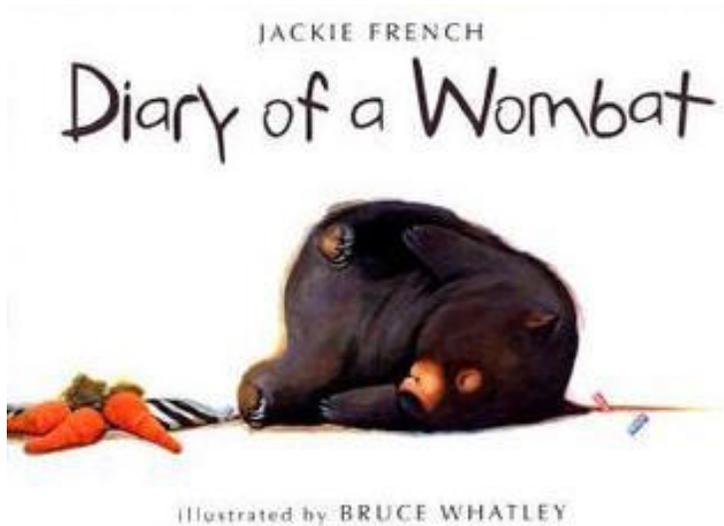
	<p>distraught. ought: bought, brought, thought, sought. al: walk, talk, stalk, wall, ball, call, fall.</p> <p>ur: fur, curl, burn, surf, lurk, hurt, church, turn, purse, purple, turtle. er: her, tiger, germ, clerk, letter, flower, danger, baker, father, fem, flower, zipper. ir: girl, twirl, firm, chirp, stir, thirsty, dirty, shirt, thirteen, bird, birch, sir. ear: heard, earn, learn, earl, pearl, early, search.</p>		<p>use on PP. Ask chn to think about what they did yesterday, in the morning, afternoon, evening and night (this is what they are going to write about today) and then model writing a diary entry on PP including our different types of sentences. Explain activity and set chn off. Model challenge: using commas in a list.</p>					
Weds	<p>Alternative spellings – <b>oandai:</b></p> <p>oo: moon, soon, zoo, food, boot, hoof, too, root, too, boom, zoom.</p> <p>ew: chew, stew, few, dew, knew, new, outgrew, newt, screw, crew, pew.</p> <p>ui: fruit, suit, juice, cruise, recruit, bruise.</p> <p>ue: glue, value, sue, fuel, true, rescue,</p>	<p>LO: To improve sentences</p> <ol style="list-style-type: none"> <li>1. Use adjectives</li> <li>2. Use adverbs</li> <li>3. Use conjunctions</li> </ol> <p>Challenge: Highlight compound words in your work or add in compound words</p>	<p>Introduce LO and SC to chn. Give chn a few mins to discuss yesterday's learning, the story we read and writing our diary entries about what we did at the weekend. Read diary of a wombat (explain this is the mummy of baby wombat!) - <a href="https://www.youtube.com/watch?v=7qMMhJ4iuu8">https://www.youtube.com/watch?v=7qMMhJ4iuu8</a></p> <p>. Explain that today we are going to improving sentences from the story retelling the wombats day but adding more description; adjectives and expanded noun phrases, adverbs, adding more punctuation; exclamations, and using conjunctions. Make a bank of year 2 conjunctions on IWB for chn to refer back to during the lesson. Share different sentences on PP and give chn a few mins to discuss in their TP how can we improve these sentences, how can we make them better? Share and feedback ideas and edit a few of the sentences on PP, adding in adjectives, expanded noun phrases, adverbs, conjunctions. Model any of the features the chn weren't able to add in.</p>	<p><b>Task:</b></p> <p>Chn are going to write sentences in their books using cloze procedure choosing the words to complete the sentences – adjectives and adverbs – supported by an adult.</p>	<p><b>Task:</b></p> <p>Chn are going to re-write sentences in their literacy books adding in adjectives and adverbs.</p>	<p><b>Task:</b></p> <p>Chn are going to re-write sentences in their literacy books adding in adjectives, adverbs and then to rewrite sentences adding in conjunctions to join 2 sentences together or to add more information.</p>	<p><b>Task:</b></p> <p>Same as B with the challenge of adding in compound words. Chn are then to read back through their work and highlight any compound words in their work.</p>	<p>Work through up levelling sentences PP with chn having a go on WOWOs.</p>

	<p>tissue, fuel, argue, statue.</p> <p>u_e: tube, June, tune, rule, duke, cube, flute, fume, mule, cute, huge.</p> <p>ai: rain, Spain, snail, rail, tail, main, train, pain, nail, hail, again, aim, afraid, rain.</p> <p>a_e: slave, space, spade, stage, state, taste, whale, behave, grave, parade, trade, glare.</p> <p>ay: spray, play, slay, clay, pay, ray, say, yay, sway, tray, pray.</p> <p>ei: beige, veil, reign, abseil.</p> <p>eigh: neighbour, eight, sleigh, weigh, neigh.</p>		<p>Explain and model activity on PP before setting chn off.</p>					
Thurs	<p>Alternative spellings – <b>ee</b> and <b>i</b> (<b>short vowel sound</b>):</p> <p>ee: heed, need, teeth, see, seem, meet, cheek, feet, green, queen, free, seed.</p> <p>ea: bead, steam,</p>	<p>Independent writing: LO: To write a diary entry</p>	<p>Recap with chn what a diary entry is and the features of year 2 writing we expect to see this week. Explain to chn that today we are going to be writing a diary entry as a cat or a dog. Chn can look back their information they wrote about dogs/cats a couple of weeks ago. Watch <a href="https://www.youtube.com/watch?v=AA3LLkJwcig">https://www.youtube.com/watch?v=AA3LLkJwcig</a> a day in the life of a dog and share information on PP about cats and dogs. If they have a pet cat or dog they can write about what they know they do in the day! Discuss how to start a diary entry and include all of our good year 2</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 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> </ul>			<p>Choose a few chn to read aloud their diary entries.</p>

	<p>read, team, mean, leaf, feast, dreams, jeans, treat, sea, pea.</p> <p>e_e: these, delete, theme, eve, Steve, Pete, scene, gene, even, Chinese, concrete.</p> <p>ie: alien, piece, thief, field, chief, shield, believe.</p> <p>y: sunny, jelly, mummy, happy, wacky, lucky, berry, merry, hardly, barely.</p> <p>ey: donkey, key, chimney, turkey, journey, monkey, donkey, jockey, money.</p> <p>i: Sid, kid, kit, fit, insect, ink, indeed, bill, cinema, lizard, gift, invite.</p> <p>y: pyramid, crypt, hymn, myth, gypsy, symbol, syrup, system, oxygen, physics, cygnet.</p>		<p>features and diary features discussed this week. Model the beginning of the writing with chn and explain they will have 15 minutes to write their diary entry. 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. 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>	<ul style="list-style-type: none"> <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 most words using the correct phonemes/graphemes</li> </ul>				
Fri	Weekly spelling test.	LO: To edit work 1) Ensure sentences make sense 2) Make simple additions 3) Make revisions and/or corrections	Today children need to proofread their writing from yesterday's lesson and make corrections and additions. Model how to proof-read by doing so on the WAGOLL and discussing how to make corrections or add more detail, ensuring it is coherent. Model how to add a word in or a few words by drawing a	<b>Task:</b> Chn to proof-read their writing and identify	<b>Task:</b> Chn to proof-read and make corrections to their	<b>Task:</b> Chn to proof-read, edit and make corrections to	<b>Task:</b> Chn to independently proof-read, edit and improve	Using lollipop sticks choose 3 chn to share their edited sentences/passa

		Challenge: Proof-read to ensure writing is coherent, making revisions as needed	small arrowhead above where they want it to be and write above the existing sentence. Then give chn 15 minutes to edit their writing from previous lesson and 15 minutes to finish their story.	any words/sentences that need editing with support and discussion.	independent writing after discussion with CT.	their independent writing.	their independent writing, adding more detail/corrections where necessary.	ges - verbal feedback.
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**Monday: Front cover Diary of a wombat -**



**Tuesday: 4 diary template:**

<p><u>Monday</u></p> <p>Morning:</p> <p>Afternoon:</p> <p>Evening:</p> <p>Night:</p>
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### Wednesday D cloze procedure:

1. Monday.

Morning: slept

*well badly comfortably*

Evening: Ate \_\_\_\_ grass

*long and green grass chewy and juicy grass yucky and squishy*

2. Wednesday.

Afternoon: Mild and \_\_\_\_ cloudy day

*sunny rainy cold*

Found the \_\_\_\_ dustbath

*perfect worst best*

3. Discovered \_\_\_\_, \_\_\_\_ creature invading my \_\_\_\_ territory.

*Big and scary or cute and fluffy special private huge*

4. Chewed hole in the \_\_\_\_ door.

*big and brown creaky and old broken and battered*

5. Discovered even more \_\_\_\_ carrots.

*orange delicious yummy yucky*

6. Dug new \_\_\_\_ hole.

*huge deep dark comfy*

### Wednesday C activity - adding in adjectives and adverbs:

#### C. Adding in adjectives and adverbs.

1. Monday. Morning: Slept \_\_\_\_.

Evening: Ate \_\_\_\_ grass. Scratched \_\_\_\_\_.

2. Discovered \_\_\_\_, \_\_\_\_, creature invading my territory.

3. Fought major battle with \_\_\_\_, \_\_\_\_ creature.

4. Chewed \_\_\_\_ hole in the door.

5. \_\_\_\_ dug a new hole in \_\_\_\_ dirt.

6. Discovered a new \_\_\_\_ scratching post.

7. Chewed up one pair of \_\_\_\_ boots, three \_\_\_\_ cardboard boxes, eleven \_\_\_\_ flowerpots.

8. Ate \_\_\_\_\_ rolled oats.

#### Wednesday B activity - adding in adjectives, adverbs and re-writing sentences to include conjunctions.

#### B. Adding in adjectives and adverbs. Re-writing sentences to join 2 together using conjunctions or to add more information.

1. Monday. Morning: Slept \_\_\_\_.

Evening: Ate \_\_\_\_ grass. Scratched \_\_\_\_\_.

2. Discovered \_\_\_\_, \_\_\_\_, creature invading my territory.

3. Fought major battle with \_\_\_\_, \_\_\_\_ creature.

4. Chewed \_\_\_\_ hole in the door.

5. \_\_\_\_ dug a new hole in \_\_\_\_ dirt.

6. Discovered a new \_\_\_\_ scratching post.

7. Chewed up one pair of \_\_\_\_ boots, three \_\_\_\_ cardboard boxes, eleven \_\_\_\_ flowerpots.

8. Ate \_\_\_\_\_ rolled oats.