**English Learning for week beginning 29th June 2020**

The fortnight includes a spelling grammar or punctuation based activity followed by activities based around a poem.

We do not recommend changing the order of the work below as activities are often designed to build upon the learning of those before. There shouldn’t be any need for a printer. However, if you do have one, you may find it useful to print some things off.

Please see the **YEAR 2 NON NEGOTIABLES** file for guidance around the standard of work that children should be aiming for.

If you have any problems or need advice on how to deliver the lessons please feel free to email me at [a.crouch@sheerhatchprimary.org.uk](mailto:a.crouch@sheerhatchprimary.org.uk)

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| Lesson | Activity | Opening activity | Follow up activity |
| 1 | Reading comprehension | Read through the text on Elephants. (LESSON 1 comprehension). **(Remember to look for the key words in the questions and then find them in the text.)** Then answer the questions in your home school work book. | Go through the answers with a grown up and discuss how you found the answers. |
| 2&3 | SPAG | Open the LESSON 2 & 3 SPAG. Each sheet has SPAG examples that we have looked at over the year. Go through each question and answer in full. | In your home school work books or on the sheet write down the answer to the question. You do not need to copy the whole question out. |
| 4 | |  | | --- | | To enjoy and remember parts of a poem and  relate poems to my own experiences. | | |  | | --- | | Read **Tell it to the Dog by Joshua Seigal**. What do you like about this poem? Does it rhyme? Yes, every other line rhymes! Do they like the fact it rhymes? Why? | | |  | | --- | | Re-read the poem, (adults help with any words they find tricky). Remind them to use various reading techniques such as reading the whole line again and seeing if the word fits and makes sense etc... The rhyming should also help them with any unknown end words.  Think about what you might moan about to your family pet (if you don’t have a pet imagine you do). Record some of these on the **Moaning at My Pet** writing frame. | |
| 5 | To be able to discuss words and phrases from poems and think about their meaning. | Read **Wonderful Worms** What did you think about this poem? Do you notice any structure the poet has followed? (The names are in alphabetical order!)  Explain that names are sometimes hard to read as we don’t see them as much as some other words. What could we do when we come across an unknown name? Think about some reading strategies. | Now look at the **Beetroot poem.** Do you like eating Beetroot?  Read it through with a grown up. When you come to an unknown word or name, e.g. Niagara talk about how you can work it out. Re-read the poem a few more times and perform to an adult at home. Maybe you could film it and send it to a relative or friend! |
| 6 | To think of my own ideas linked to a poem and discuss and plan ideas for my own poem. | Read **The Magic Pebble**, What did you think about the poem?  If you had a magic pebble, what would you like it to do? e.g. make your bed, tidy your bedroom, fly to a different country etc… | Make a note of your ideas using the **Magic Pebble planning sheet.** You will use this tomorrow to write an additional verse to the poem. |
| 7 | To create my own poem based on one I have read and remember a verse from a poem and write this in my own poem. | Read the poem **First Morning**. This poem maybe isn’t as funny as some of the others we have looked at but it is very special and maybe makes us feel things in a different way.  Re-read the poem and think about how it makes you feel. Draw out how the poet uses powerful images and if we think about these really hard it can make us have goose bumps!  Focus on reading one image at a time and think about how the words have been carefully chosen to given the poem more effect e.g. …*when river rushed from the belly of an egg…a mountain rose from a golden yolk…the waters parted like a magic cloth.*  Anyone can be a poet and you can do the same you’re your poem. Just like the poet of First Morning you could pick out every word carefully to create a beautiful poem too! | Use your **Magic Pebble Planning sheet** from yesterday. Read through your ideas and think about how to make them into your own ‘Magic Pebble’ poems.  Begin your poem (using the LESSON 7 WRITING FRAME) by introducing your pebble and where you might have found it. Next explain what it can do e.g. *It does my homework for me...It takes me to far off places.*  Remember to pick your words carefully and think about how they can use poetic language to describe, rather than matter of fact sentences.  Use the last verse of the original Magic Pebble poem and write this at the end of your poem. |