

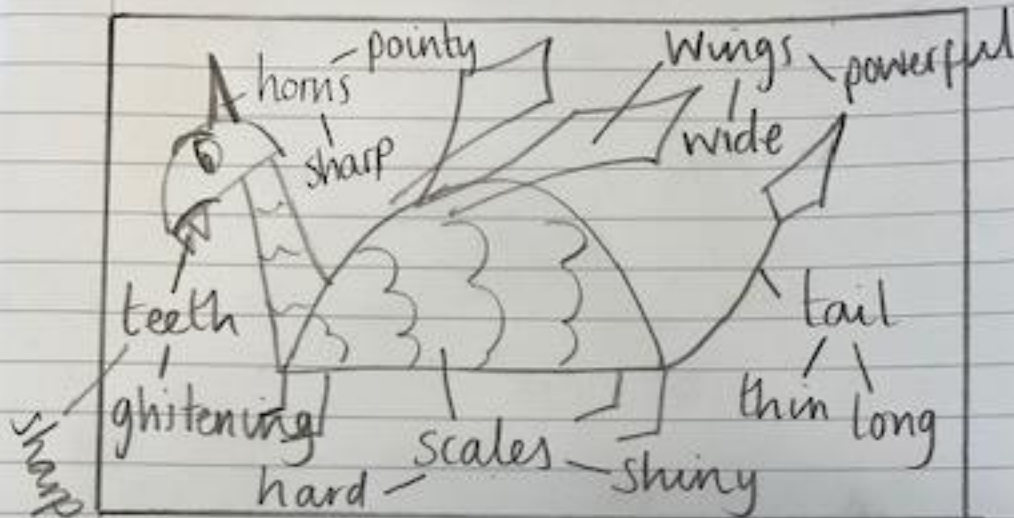


Year 2 English Week 1					
	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Reading</b>	<p>Make sure you have some <b>quiet time for daily reading</b>.</p> <p>Listen to <b>book a day</b> with Oliver Jeffers: <a href="https://www.oliverjeffers.com/books#/abookaday/">https://www.oliverjeffers.com/books#/abookaday/</a></p>				
<b>Writing</b>	<p>Draw and describe an animal or creature of your choice who finds something difficult like 'The kangaroo who couldn't hop'</p> <p><i>E.g. the duck who couldn't quack, the tiger who couldn't roar, , the dragon who couldn't breathe fire</i></p> <p>Try to use lots of adjectives to describe your character.</p> <p>See example below.</p>	<p>Draw and describe the setting where your animal lives.</p> <p><i>E.g. a pond for a duck, a tiger in a jungle, a penguin in the Arctic, a frog in a pond, a dragon in a cave.</i></p> <p>Try to use lots of adjectives to describe your setting.</p>	<p>Plan the rest of your story. Use these questions to help you:</p> <p>Q. What new animal or person is going to help your character?</p> <p>Q. How will your main character learn how to do what they couldn't do at the start of the story?</p> <p>Q. How will the story end?</p>	<p>Write your story.</p> <ol style="list-style-type: none"> <li>1) Describe your character and what they can't do</li> <li>2) Describe the setting</li> <li>3) Introduce a new character who will help</li> <li>4) Explain how your character learns how to do what they could not do</li> <li>5) Show how the story ends</li> </ol>	<p>Edit and improve your story.</p> <p>Find an audience!</p> <p>Read it to someone at home, call someone and read it over the phone or record yourself reading it on video.</p>
<b>Spellings</b>	<p>Look at the spelling lists below.</p> <p>Choose 5 spellings to practise from this list. Use the ways from school that help you remember best.</p> <p>You can ask someone at home to test you.</p>				

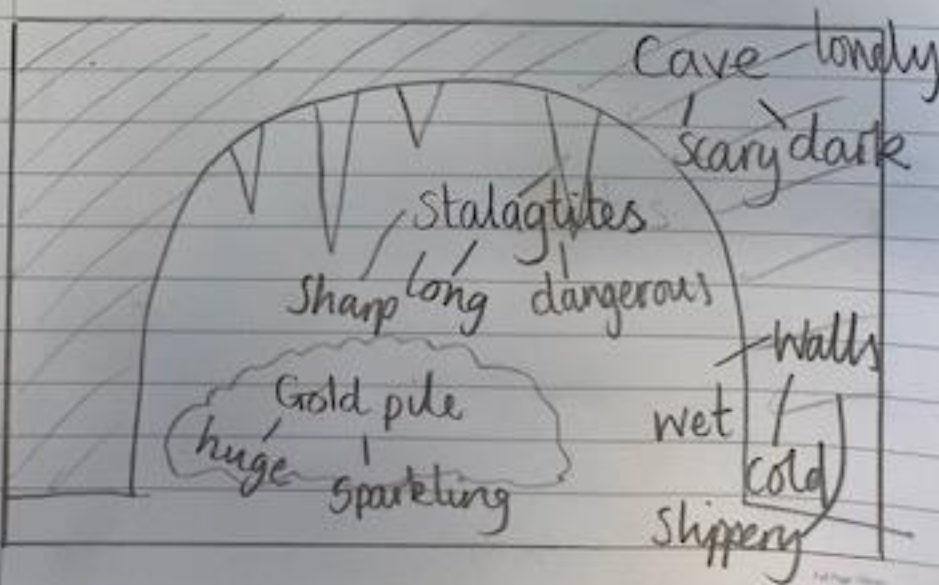


Monday 16<sup>th</sup> March 2020

Animal Stories

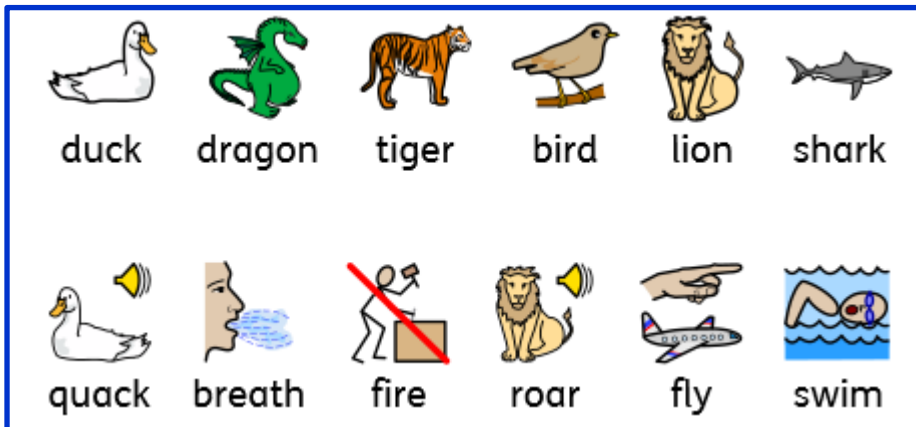


The dragon who couldn't breathe fire.



## Day 1 support

Use the word bank to help you

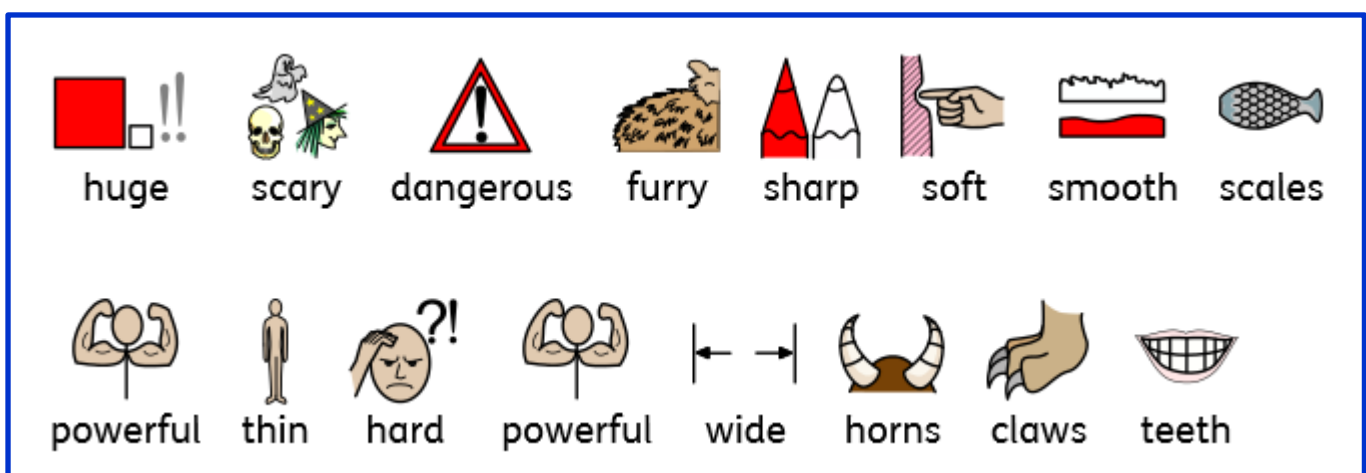


Draw your picture



Add adjectives to your drawing

Use the word bank to help you

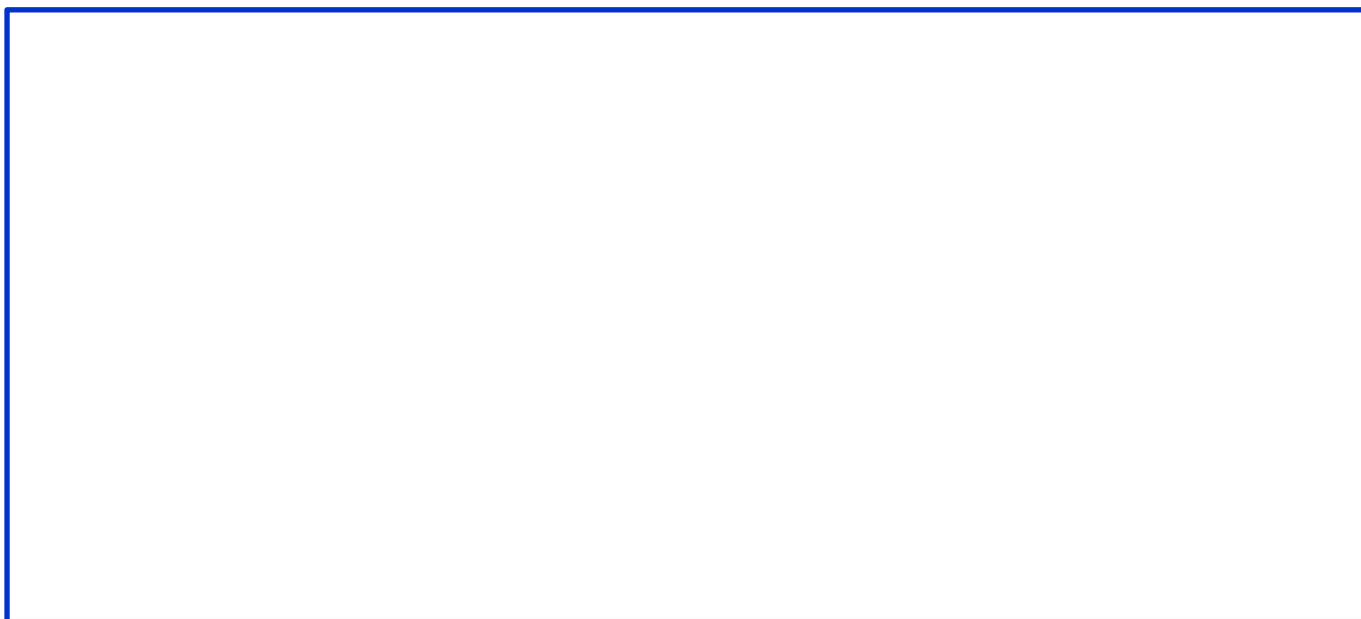


## Day 2 support

Use the word bank to help you

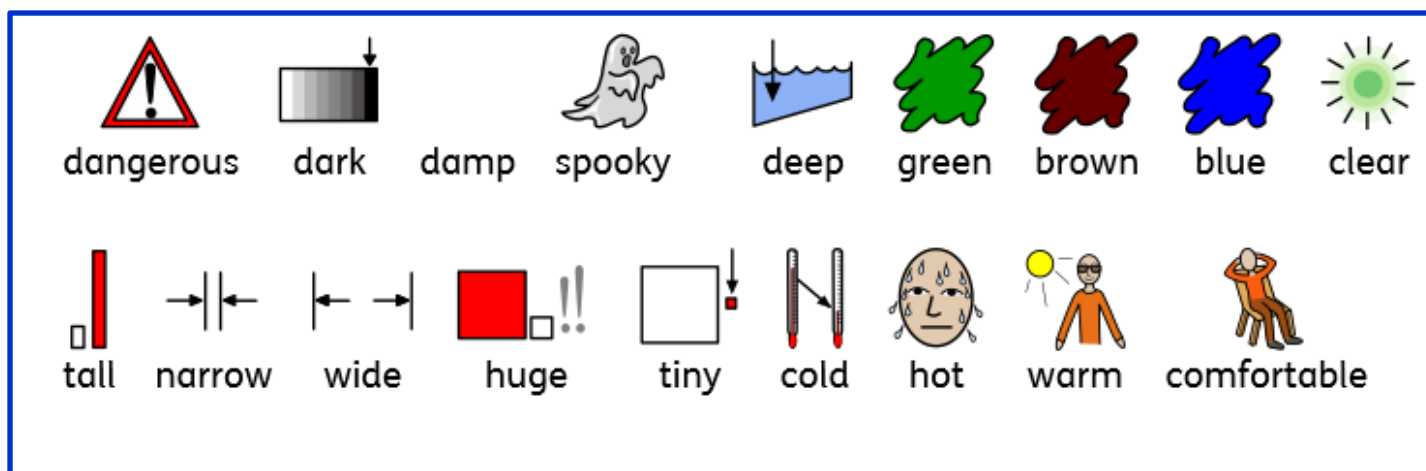


Draw your picture



Add adjectives to your drawing

Use the word bank to help you



### Day 3 support

What new animal or person is going to help your character?



snake



giraffe



squirrel



fish

How will your main character learn how to do what they couldn't do at the start of the story?



practice



taught



listening



accident



How will the story end?



learns to ...



friends

### Day 4 support

Use these questions and sentence starters to help you.

#### Where does your character live?

Once there lived a \_\_\_\_\_

#### What are they like?

He/ She was \_\_\_\_\_

#### Where do they live?

He/ she lived in \_\_\_\_\_

#### What was it like?

It was \_\_\_\_\_

#### Who did they meet?

Suddenly he/ she saw \_\_\_\_\_

#### What were they like?

They were \_\_\_\_\_



### How did the animal help him?

\_\_\_\_\_ showed/ taught/ told them how to \_\_\_\_\_

He tried and tried until \_\_\_\_\_

### How does the story end?

Finally he/ she could \_\_\_\_\_

They all \_\_\_\_\_

### Day 4 Writing: Example of story

#### Thud the Wallaby who Couldn't Hop

If you go in to middle of the desert, you'll be lucky enough to meet Thud the wallaby. Thud had adorable little ears that were as soft as a teddy bear and he had kind eyes that glistened in the desert sunshine. Thud was a very kind wallaby and was always helpful to his friends. Unfortunately, Thud always felt sad because he couldn't hop.

The desert where Thud lived was very dry. The ground was so very hot that you couldn't walk on it all day. It was like walking on a fire or tiptoeing on hot coals. You really had to hop in this desert.

One day, Thud was sat under a gum tree chewing on a dry branch. He was feeling particularly sad that day as the ground was very hot and the other wallabies had been very mean.

Suddenly, Daisy the dingo tiptoed out of the forest and plodded towards Thud. "Why are you crying?" asked Daisy.

"The other wallabies are being mean to me," replied Thud.

Even though Daisy was a dingo and wallabies and dingoes aren't normally friends, Daisy was very kind and caring. Daisy explained that she had a plan to help Thud. She explained that she was going to chase him like he was being hunted.

Daisy went and hid behind a tree and then started to chase Thud, but Thud took one jump and landed with an enormous noise. Thud gave up straight away because he wasn't really scared.



Daisy wanted to try again but then they both heard a noise in the distance. It was a pack of angry looking dingoes. Now the thing you need to know is that dingoes eat wallabies.

This time, Thud was terrified. He took one hop. THUD. He took another. THUD.THUD. He took another. THUD. THUD. THUD. Without realising, Thud began to hop quickly like all the other wallabies. In fact, he could hop even faster than all of the others.

No longer did the other wallabies laugh at Thud. Really, they wanted to be just like him. What happened to Daisy? Well that's another story!



## Day 5 support

### Editing

1. Can you check the spelling of the words to learn you have used?
  - Choose 3

#### Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

2. Check your capital letters and full stops.
  - Remember to use your sentence balloon.

## Spellings: Words to Learn

### Year 1 Words to learn


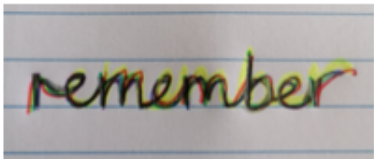

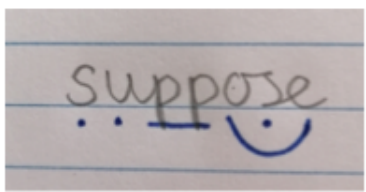
ask	full	little	people	today	<b>Monday</b>	zero	
asked	here	looked	pull	want	<b>Tuesday</b>	one	eleven
called	house	love	push	were	<b>Wednesday</b>	two	twelve
come	I'll	Mr	put	what	<b>Thursday</b>	three	thirteen
does	I'm	Mrs	says	when	<b>Friday</b>	four	fourteen
eye(s)	it's	once	school	where	<b>Saturday</b>	five	fifteen
friend		our	some	who	<b>Sunday</b>	six	sixteen
			their	why		seven	seventeen
			there	your		eight	eighteen
			these			nine	nineteen
						ten	twenty

### Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
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busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	



## Spelling Strategies

<p><b>Pyramid Writing</b></p> 	<p><b>Rainbow writing</b></p> <p>Write the word over and over again using different colours.</p> 	<p><b>Create a mnemonic</b></p> 
<p><b>Sound Buttons</b></p>  <p><b>**Note, this may not work for words you cannot 'sound out'</b></p>	<p><b>Underline the tricky part</b></p> <p>se<u>p</u>arate</p> <p>lib<u>r</u>ary</p> <p>na<u>u</u>ghty</p>	<p><b>Look, Say, Cover, Write, Check</b></p> <p><b>Look</b> at the word <b>Say</b> it out loud <b>Cover</b> it up <b>Write</b> it <b>Check</b> whether it is spelt correctly</p>