

Writing: Year 2 – Summer 2 Week 5

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Writing	<p>Today you are going to practice using different conjunctions correctly in sentences.</p> <p>A conjunction – is a word that joins two clauses (or sentences) together.</p> <p>The two types of conjunctions are coordinating conjunctions (and, but, or) and subordinating conjunctions (when, that, if, because).</p> <p>Watch this recap and then complete the worksheet below (resource 1A).</p>	<p>This week you will write response texts. Response texts include book reviews, film reviews, art reviews, restaurant reviews, etc.</p> <p>Audience: someone who wants a recommendation. Purpose: to inform, summarise and describe to others.</p> <p>Choose a book or a film that you've enjoyed recently and plan a response text about it.</p> <p>Use the planning template (resource 2A) to help you plan your response text.</p> <p>Remember to:</p> <ul style="list-style-type: none"> Write in notes Use expert language (precise nouns/adjectives that are specific to the book or film) Write descriptive details and give reasons. 	<p>Today, write a response text about the film or book that you planned yesterday.</p> <p>Remember to:</p> <ul style="list-style-type: none"> Write in the first person (I think...) Use capital letters for names of people, places and titles. Use expert language (precise nouns/adjectives that are specific to the book or film) Use a range of conjunctions to join details or to include additional details (watch this): <ul style="list-style-type: none"> Use coordinating conjunctions to join two ideas together Use subordinating conjunctions to add extra details <p>Challenge: use a range of sentence types and sentence starters to hook your reader.</p>	<p>Plan a response text about something different that you've enjoyed recently.</p> <p>Some ideas include:</p> <ul style="list-style-type: none"> Book or film review Art review (a painting, a picture or a photo) Restaurant review Poetry review Non-fiction book review <p>Use the planning template (resource 2A) to help you plan response text.</p> <p>Use the same 'remember to' list from Tuesday.</p>	<p>Write the response text that you planned yesterday.</p> <p>Use the same 'remember to' list as Wednesday.</p> <p>When you've finished edit and revise your response texts.</p> <p>When revising:</p> <ol style="list-style-type: none"> Check it makes sense Add in an extra fact, description or explanation detail. <p>When editing:</p> <ol style="list-style-type: none"> Check capital letters are used at the start of sentences. Correct 3 spellings mistakes. <p>Finally, evaluate your work: Using the rubric below you can evaluate how successful the response texts you have written this week are (resource 5A).</p>
Resources	<p>Resource 1A</p> <p>Conjunctions video</p>	<p>Resource 2A</p>	<p>Resource 3A</p> <p>Conjunctions video</p>	<p>Resource 2A</p>	<p>Resource 3A</p> <p>Resource 5A</p>



Reading: Year 2 – Summer 2 **Week 5**

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
Reading	Whole class	The boy, the mole, the fox and the horse	How to be a lion	Blubbering Bertha – part 1	Blubbering Bertha – part 2 Blubbering Bertha – part 3	Goldilocks and the three bears	
	Independent	*	Rocky and Daisy	Rocky and Daisy	Rocky and Daisy	Weaving Wonders	Weaving Wonders
		**	Superhero Harry	Superhero Harry	Superhero Harry	Johnny Appleseed	Johnny Appleseed
		***	Dirty Bertie	Dirty Bertie	Dirty Bertie	Dirty Bertie	Dirty Bertie
Spelling		Practice these homophones this week: whole, hole, wood, would, your, you're.					

Challenge: Practice some spellings from the list below. Use the ways from school that help you remember best.



Resource 1A: Conjunctions worksheet

Fill in the missing gaps to make the sentences make sense.

Use coordinating conjunctions: and, but, or, so

1. Emma is sad _____ I am happy.
2. I love fish _____ I like chips.
3. We can go to the park _____ we can stay at home.
4. I work really hard _____ I do well at school.
5. Lunch is ready _____ I'm not hungry.

Use subordinating conjunctions: because, when, if, that

6. Riyadh is tired _____ he didn't sleep well last night.
7. _____ I do exercise, I become out of breath.
8. You can have a break _____ you finish your work.
9. _____ the kettle has boiled, pour the water into the cup.
10. I love the movie Frozen 2 _____ it has great songs.

Match these clauses together and highlight the conjunction:

- | | |
|-----------------------------------|---|
| My dad is called Jim | but snails are very slow. |
| Lions are very fast | because it's about exciting adventures. |
| When I have a break | or you can have an apple. |
| You can have a banana | and my mum is called Sue. |
| If you don't do your work | I like to relax on the sofa. |
| My favourite book is Harry Potter | you won't get to go to the park. |

Challenge: write some sentences below using coordinating and subordinating conjunctions (you could use a different colour to show which is which)

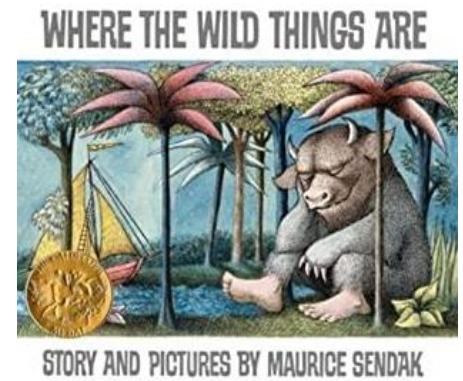
Resource 2A: Example planning template for a book review

Title of book or film:	
Subheading 1:	Introduction
Details: Who is the author? When was it written? Generally, did you enjoy reading it?	
Subheading 2:	Setting
Details: Where was it set? Describe what the setting looked like? Describe something you liked about the setting and explain why?	
Subheading 3:	Characters
Details: Who are the main characters? Describe them. Who was your favourite character? Explain why.	
Subheading 4:	What was my favourite part?
Details: What was your favourite part of the story? Describe it. Explain why that was your favourite part of the story. How did it make you feel?	
Subheading 5:	Recommendation
Details: Describe who do you think would enjoy this book. Explain why you think they would like it. How many stars would you give this book?	

Resource 3A: Example book review

Where the Wild Things Are

'Where The Wild Things Are' was written by Maurice Sendak. It was published in 1963 and it has also been made into a film. It is an exciting adventure into a fantasy land. How magical it is!



Setting

The story begins in Max's bedroom but it soon becomes the land of the Wild Things. It is a huge rainforest with towering, multi coloured trees and crashing waves.

Characters

Max is confident and mischievous character with an amazing imagination. He goes on an adventure to a fantasy land and becomes 'King of the Wild Things'. Do you want to know what the Wild Things are? Well, the Wild Things are enormous imaginary monsters. How incredible they are! Although they look scary to start with, they soon think that Max is their king and throw a big 'rumpus' for him to show they are fun loving creatures too!

What is my favourite part?

My favourite part was when Max became king of the wild things because I thought he was very brave to stand up to the terrifying creatures. I enjoyed being part of Max's creative imagination that he used to escape from his reality.

Recommendations

I would recommend this book to children in year 1 and 2 who want to use their imaginations and go on an exciting adventure. Where the Wild Things are has detailed illustrations and I really liked the way the author drew the Wild Things. They look scary but also friendly. How creative! I think the author could have written more pages and described Max's journey in even more detail so that's why I've chosen to give it 4 stars.



Resource 5A: response text rubric

You can evaluate how successful your response texts are by assessing them against the criteria outlined in the rubric below. You are aiming for 3 stars for each section!

			
Layout	No title or subheadings	Either a title or some subheadings	A title and clear subheadings
Introduction	Tells you what the <u>book</u> is about	Tells you who the author is and what the <u>book</u> is about	Tells you who the <u>author</u> is, what the <u>book</u> is about and briefly what the <u>book</u> is about.
Setting	Tells you the setting in one sentence	Uses a couplet to describe the setting	Uses the detail grid to describe the setting in more details
Characters	Tells you the setting in one sentence for each character	Uses a couplet to describe the setting for each character	Uses the detail grid to describe the setting for each character
Recommendation	Tells you who it is recommended to	Tells you who it is recommended to and why	Tells you who it is recommended to and why with 2 or more details

Challenge:

Have you used coordinating conjunctions to join to ideas (clauses) together?

Have you used subordinating conjunctions to include additional details?

Spellings: Words to Learn

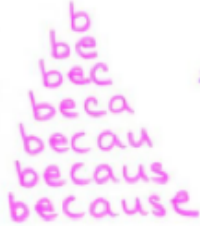
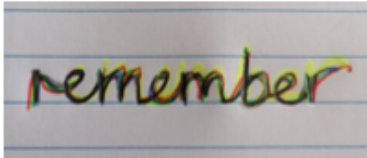

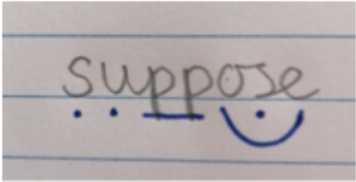
Year 1 Words to learn

ask	full	little	people	today	Monday	zero	
asked	here	looked	pull	want	Tuesday	one	eleven
called	house	love	push	were	Wednesday	two	twelve
come	I'll	Mr	put	what	Thursday	three	thirteen
does	I'm	Mrs	says	when	Friday	four	fourteen
eye(s)	it's	once	school	where	Saturday	five	fifteen
friend		our	some	who	Sunday	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
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	

Spelling Strategies

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