



Subject: English Topic: Summer Life by the Sea year group: 2 Term Summer 2

National Curriculum Objectives

spelling

- ♣ learning new ways of spelling phonemes for which one or more spellings are already known, including a few common homophones
- ♣ learning to spell more words with contracted forms
- ♣ Spelling adverbs with the suffix 'ly'
- ♣ learning the possessive apostrophe (singular)
- ♣ write from memory simple sentences dictated by the teacher

Handwriting

- ♣ use spacing between words that reflects the size of the letters.
- ♣ start using some of the diagonal and horizontal strokes needed to join letters

Composition

- ♣ writing narratives about personal experiences and those of others (real and fictional)
- ♣ writing about real events
- ♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently

Prior Learning

In Summer 1, children began to learn how to use inverted commas for speech (year 3 link).

They planned and wrote their own narratives about Traction Man. They wrote non-chronological reports about characters from the Traction Man stories. In spelling, they continued to learn new spelling rules to embed in their writing

Children practised using subordinating and coordinating conjunctions

Future Learning

In year 3, Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.

Key Questions

What happens next?

Can you think of a better word?

Tell me more about....?

How do you spell...?

What is the spelling rule for ...?

Substantive Knowledge - In KS1 writing, **substantive knowledge** is the "what"—the facts and technical skills like spelling, handwriting, grammar, and text structure (e.g. using question marks, apostrophes, commas, conjunctions)

Transcriptional Skills: Practise spelling common homophones (too, two, to, there, their, they're). Recap spelling contractions and use them correctly in writing. Recap apostrophes for possession and use them accurately in writing. Apply spelling rules taught so far accurately in dictated sentences. Use the diagonal and horizontal strokes to help them join some letters, and make sure that spacing between words is always the same size (approx. the size of one letter). Adding the suffix 'ly' to create adverbs.

Grammar & Punctuation: Using a range of conjunctions (so, but, because, when, if etc). Practise using apostrophes for possession (Estaban's wrapper was green). Practise contractions and apply them in writing (can't, wouldn't, shouldn't, I'm, we're, they're etc)

Vocabulary: Include story vocabulary found in books we have read. Vocabulary to support with a 5 part narrative. Develop vocabulary from the Fluency books read in class.

Composition: Write narratives to reflect the fictional experiences of characters from the stories 'The Day the Crayons quit' and 'The Day the Crayons came back.' Write narrative (recount) of a school visit. Re-read writing with a focus on accurate application of spelling rules, and consistent use of tense.

Disciplinary Knowledge - Disciplinary knowledge is the "how"—It is the ability to plan, evaluate and edit text and apply substantive knowledge, and apply skills for specific purposes, audiences, and genres, turning technical skills into purposeful writing.

Planning and Drafting: Plan and write own narrative (letter) for 'The Day the Classroom quit' Plan and write own 5 part narrative for 'Estaban the Magnificent' from The day the Crayons came back. Plan and write own recount from the school visit.

Editing and Evaluating: Re-reading work to check it makes sense and that verbs to indicate time are used correctly and consistently (past or present tense + use of spelling rules taught for verb endings). Improving vocabulary choices, and correcting spelling errors/missing punctuation. Publish work after editing.

Compositional Choices: Planning story vocabulary (suddenly, out of the corner of his eye, fortunately, eventually, in the end etc). Use of adverbs to give clarity (quickly, slowly, silently, happily, angrily). Choosing better vocabulary/story vocabulary. Adding more detail/removing parts that don't work.

Sequence of lessons

Week 1 – The Day the Crayons Quit (The Day the Classroom quit).

Sticky knowledge – spelling words with past tense and change to root word. Spelling words with j, g, ge, and dge. Spelling homophones – too, two, to, spelling contractions 'I'm, can't, I've' + handwriting joins

Intent – To be able to write contractions. To be able to identify features of letters To be able to plan what to write (fictional narrative about classroom objects)

Substantive knowledge

Write dictated sentences and own sentences using contractions – link to the story. Read through letters from the story and identify features (sentence types, structure, vocabulary, conjunctions etc). Begin to write the first part of the narrative.

Disciplinary knowledge

Plan own narrative as a letter from a classroom object who wants to quit due to misuse (link to crayons quit story). Collect vocabulary used in the story to help. Edit writing as they go, reading out loud and checking for errors.

Week 4 – The Day the Crayons came back

Sticky knowledge – spelling adverbs ending in 'ly'.

Contractions spelling, words ending in tion (sh + on)

Handwriting joins.

Intent- To plan a 5 part narrative with useful vocabulary. To spell adverbs ending in 'ly'. To extend ideas using conjunctions

Substantive Knowledge – adding the suffix 'ly' to words to create adverbs, including the spelling rules. Write dictated sentences using adverbs and own sentences. Write dictated sentences containing recent spelling rules and extending using conjunctions. Recap exclamation sentences.

Disciplinary Knowledge – plan a new narrative for Estaban using a 5-part structure. Draw pictures and include useful vocabulary, including story vocabulary (once upon a time, suddenly, unfortunately, all of a sudden etc), adverbs and conjunctions.

Week 2 – The Day the Crayons quit (The Day the Classroom Quit!)

Sticky knowledge – Spelling words with 'le' and 'al' at the end, spelling words with 'wr' at the beginning, contractions spelling + handwriting joins

Intent – To write a fictional narrative as a letter. To re-read work and edit it

Substantive knowledge – write letter in sections.

Paragraph 1 – greeting and what have they enjoyed helping with so far. Paragraph 2 – first thing that is making you unhappy and why. Paragraph 3 – another problem they are having and how it makes them feel. Paragraph 4 – what you want to change and ending. Include contractions and conjunctions. Include lots of questions and exclamations correctly punctuated.

Disciplinary Knowledge – Re-read work and check that it all makes sense. Check for tense consistency. Check for spelling rules application. Check for correct use of apostrophe in contractions. Can they edit any sentences to make them sound better? Check for correct punctuation.

Week 5 and 6 – The day the Crayons came back (longer time given due to transition events)

Sticky knowledge – spelling homophones see/sea. Handwriting joins, contractions spelling. Words ending in sion (zh+on)

Intent – To write a 5 part narrative. To re-read and edit writing.

Substantive knowledge – write 5 part narrative. Include story language and different sentence starters. Include different sentence types. Extending sentences using conjunctions.

Disciplinary Knowledge – Re-read work and check that it all makes sense. Check for tense consistency. Check for spelling rules application. Can they edit any sentences to make them sound better? Check for correct punctuation. Publish work – write up edited version and display.

Week 3 – Recount of visit (Cleethorpes)

Sticky knowledge – spelling words with 'gn', 'kn'. Spelling homophones there, their, they're, and hear, here. Spelling contractions + handwriting joins

Intent – To identify features of a recount. To spell and use adverbs ending in 'ly'. To plan a recount. To write a recount

Substantive knowledge – add the suffix 'ly' to words to create adverbs of manner (e.g. quickly, loudly), including the spelling rules swap the 'y' for an 'i' before adding the suffix 'ly' (e.g. happily, noisily, angrily) Write dictated sentences using adverbs.. Read through some recounts and identify features (sentence types, tense, conjunctions etc)

Disciplinary Knowledge – Plan own recount after the trip. Use images/photos to help sequence ideas. Make compositional choices by collecting subject specific vocabulary, and considering sentence types.

Week 7 – Shape poetry

Sticky knowledge – spelling contractions, spelling words from spelling program, handwriting joins

Intent – to plan and write a shape poem. To write expanded noun phrases.

Substantive knowledge – write poem including expanded noun phrases linked to the seaside (topic link). Structure the poem to fit into a spaces (ice cream cone, bucket and spade etc)

Disciplinary Knowledge – plan topic vocabulary to create expanded noun phrases. Edit ideas so they fit into the space. Choose best vocabulary choices. Re-write and publish.

Sticky knowledge spelling

Use ge at the end of a word after a digraph or a consonant.

Use dge at the end of a word after a short vowel sound.

Double the letter after a short vowel sound.

Don't double letters in words ending in -al.

When it makes the sound /sh/, ti is usually followed by o, n (tion).

The /zh/ sound spelled su is followed by re or al.

The /zh/ sound spelled si is followed by o, n (sion).

We use an apostrophe to show the missing letters in a contraction.

Knowledge organiser

Spelling rules linked to Recounts and Narratives

Double the final letter to protect the short vowel sound when you add -ed.

When a root word ends in a consonant then e, drop the e before adding -ed.

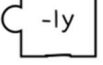
Adverbs ending in -ly
If the root word ends in y, swap the y for an i before adding -ful.

-ly, -less or -ness

Success Criteria – Recount of visit

 -ed	Consistent use of tense. Spelling rules applied.	 First → Next	sequencing
	so, but, when, if, that, because		
	contractions I've, I'm, didn't, can't, couldn't	 -ly	adverbs

Narrative text

 story language	once upon a time, suddenly, one day, unfortunately, luckily, all of a sudden	 -ed	past tense
 First → Next	sequencing		adjectives
 -ly	adverbs		conjunctions

Beginning

What happens at the beginning?

Who are the main characters?

Where is it set?

How are the characters feeling?

Build up

What happens next?

How does the story hint at a problem?

How are the characters feeling?

Problem

What is the problem within the story?

How are the characters feeling?

Resolution

How is this problem resolved/sorted out?

How are the characters feeling?

Ending

How does the story end?

Does it end happily? Is there a twist to the plot?

How are the characters feeling?

Introduction

Story Opener Ideas

Once upon a time,
Early one morning,
Late one night,
It was a hot summer's day and...
In the middle of the forest,
There stood a...

Describe the Setting

the haunted castle
the deep, dark wood

Use Adverbs

quietly
slowly
then

Describe the Characters

Use Their Names

Fiona was not a normal princess.

Use Powerful Verbs

muttered, stumbled, chased, fought

Use Amazing Adjectives

the slip, clever for
the heroic knight

Describe the Character's Feelings

When she saw the castle,
she felt afraid.

Paint a Picture for the Reader

What's missing?
What's dangerous?
What looks unusual?

Use the 5 Senses to Build the Picture:

sight
sound
touch
smell
taste

Remember...

full stops
capital letters
exclamation marks
commas in lists

Apostrophes

contractions
can't, won't, they're
possessives
Cinderella's slipper

Use Powerful Verbs

trembled, tiptoed
whispered, creaked

Use Dialogue (Direct Speech)

"I'm afraid,"
she whispered.

Stop!

Review your work
to check it makes sense

Uh oh! What's Happened?

a surprise, a problem, an event

Who?

someone, something, a mysterious new character, an old friend or enemy, a prince or princess, a dragon, a monster, a wolf

Where?

beside the fireplace, onto the chimney, from out of the sky

When?

first thing in the morning, at the clock struck twelve

How?

suddenly, without warning

Use Dialogue (Direct Speech)

"Stay back!" the brave knight warned the fierce dragon.
"I'll help and I'll help and I'll help your house down!" shouted the wolf.

Build Excitement

Use paragraphs with quick, short sentences.

Use the Past Tense

He wondered...
She felt...
He was wondering...
She was feeling...

Characters

What are they thinking?
What are they doing?

What Happened Next?

How did the characters solve the problem?

Did someone arrive to help?
Was there a surprise?
Did the main character find some inner strength?
Was it all a dream?
Has the mystery been solved completely or is the story to be continued?

Resolution

She bravely asked if she could try putting her foot into the glass slipper.

Out of the blue, the prince came riding in.

She arrived back home but she didn't notice that the hat accidentally brought home a strange friend...

The children stepped back through the old wardrobe and into their room.

Conclusion or Ending

Have Any Lessons Been Learned?

The three little pigs never built a house out of straw or sticks again!
Little Red Riding Hood always listened to her mother after that!

Finish the Story

Return to the first setting.
What's different from the beginning?

Describe How Things Have Changed

She never saw her mum, asking together or separating again!
Since then, the wolf has never returned!

Use Dialogue (Direct Speech)

"Thank you for rescuing me!" she whispered.
"Thank you for rescuing me!" he shouted happily.