

Year Two: Narrative: Different stories by the same author: Phase One			
Focus Investigate a story by a significant children's author		Texts The Green Ship, Quentin Blake	
Speaking and Listening		Reading	
<p>Speaking</p> <ul style="list-style-type: none"> Speak with clarity and use appropriate intonation when reading and reciting texts <p>Drama</p> <ul style="list-style-type: none"> Act out their own and well-known stories, using voices for characters 		<p>Understanding and interpreting texts</p> <ul style="list-style-type: none"> Give some reasons for why things happen or characters change <p>Engaging with and responding to texts</p> <ul style="list-style-type: none"> Engage with books through exploring and enacting interpretations Explain their reactions to texts, commenting on important aspects 	
		Writing	
		<p>Word structure and spelling</p> <ul style="list-style-type: none"> Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns <p>Sentence structure and punctuation</p> <ul style="list-style-type: none"> Write simple and compound sentences 	
Success Criteria	Resources	ICT Activities	Curriculum Links
<p>I can identify spelling patterns for the phonemes <i>ear</i> and <i>air</i></p> <p>I can write simple and compound sentences to describe story settings</p> <p>I can predict what might happen next in a story</p>	<p>The Green Ship, Quentin Blake</p> <p>Mini-whiteboards</p> <p>Sugar paper</p> <p>Marker pens</p> <p>Paper plates</p> <p>Seashore objects</p>	<p>Graphics – get the children to draw a picture of where they could visit in the ship</p>	<p>Geography – investigate different types of journeys</p> <p>Science – describe plants and animals found in different habitats</p>

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	Starter Activity	Shared Learning	Independent and Group Tasks	Plenary
Monday	<p>Provide the children with a mini-whiteboard. Get the children to practise spelling the following words.</p> <p>a) clear b) dear c) cheer d) near e) steer f) here g) tear h) beer i) hear</p> <p>Establish with the children that the words contain the phoneme <i>ear</i>. Ask them to suggest how to use each word in a sentence.</p>	<p>Write the word <i>adventure</i> on the board. Read the word with the class and discuss its meaning. Get the children to suggest some different places they could visit on an adventure. Ask them to describe different things that they might encounter.</p> <p>Tell the class that this week they are going to be reading a story about an adventure of two children. Read with the children the first two pages of the story. Avoid showing the class the title of the story. Get the children to speculate as to what the children might have found over the garden wall. You can get the children to stand up and move around the classroom as if they were exploring the garden. Stop the class and get them to describe what they can see.</p> <p>Bring the class back together. Point to the word <i>clearly</i>. Establish with the class that it includes the <i>ear</i> phoneme. Get the children to suggest words that rhyme with <i>clear</i>. Ask them to explain how to use the words in sentences.</p>	<p>Core/Extension (activity 1a) Hide a selection of blue cards around the classroom that list words containing the long vowel phoneme <i>ear</i>. Get the children to write a rhyme for each word that they have found.</p> <p>Support (activity 1b) Hide some cards in the sand tray that use different phonemes. Get the children to dig out the cards and identify words with the phoneme <i>ear</i>.</p>	<p>Ask some children to read out words that they have found for the rest of the class to practise spelling on mini-whiteboards.</p>