



Example Scheme of Work – MKSHK Year 2 English

		Pre-Prep	2	Year	2	No of pupils		Subject	English
Teacher									
Term	Autumn							No. of lessons	20
About this Unit		In this unit, the children read two stories that deal with themes of overcoming worries and facing fears. They look in depth at two different characters and explore how they overcome their fears. They develop their knowledge of sentence constructions, joining two or more sentences with ‘and’ and correct punctuation, and explore using expanded noun phrases to add more detail. The writing tasks include writing a letter in role, writing a continuation of one of the stories, and writing their own story based on their own experiences.							
Specialist language and terminology to be introduced		As appropriate, identifying unknown words during the two stories.							
Links to other subjects (NC refs)		ICT							
Resources: Active Learn – Bug Club, Wordsmith - Silly Billy and Operation Night Monster									

Day 1: Comprehension

Session	Main focus	Teaching summary	Activity description
Comprehension 1: <i>Silly Billy</i>	Prediction	<ul style="list-style-type: none"> Introduce <i>Silly Billy</i> by Anthony Browne by making a puppet act as if it is worried. Discuss the children’s experience of worrying. Show ‘Billy’ (F ITP 2.1.1). <i>I wonder why he looks worried?</i> Show the cover of the <i>Silly Billy</i> eBook and encourage further predictions. Read the book, together, pausing to discuss the pictures and story and make predictions. As you read through the story, stop and ask questions to check understanding. Pages 5-9: <i>do these pictures show what is really happening, or something else? How can we tell?</i> Page 15: <i>Do you think the worry dolls are a good idea?</i> Page 19: <i>What do you think Billy will do now?</i> Pages 20-21: <i>What do you think Billy is making?</i> 	<p>Core: The children use ‘Worry dolls’ (F PCM 2.1.1) to write notes about Billy’s or their own worries and post them into the class worry box.</p> <p>Support: The children use ‘Worry dolls’ (F PCM 2.1.1) to write notes about Billy’s worries and post them into the class worry box.</p> <p>Extend: The children use ‘Worry dolls’ (F PCM 2.1.1) to write notes about Billy’s friends’ worries and post them into the class worry box.</p> <p>Come back together as a class. Discuss: <i>Should we have a class worry doll? How might it help?</i></p>

- Introduce a class worry box in preparation for the activity.

Objectives: Draw on what they already know/background information/information provided by teacher; Make inferences; Make predictions

Spoken language: Participate actively in conversations; Speculate, hypothesise, imagine and explore ideas

Photocopiables: [F PCM 2.1.1](#)

Digital resources: [eBook of Silly Billy](#), [F ITP 2.1.1](#)

Day 2: Comprehension

Session	Main focus	Teaching summary	Activity description
Comprehension 2: <i>Silly Billy</i>	Ask and answer simple questions	<ul style="list-style-type: none"> • Reread the story. Show 'What did Billy do?' (E ITP 2.1.2) and collect ideas for questions starting with 'What did', 'Why' and 'How'. (E.g. <i>What did Billy do when he was worried at night / when he was at his grandma's house / when he got the worry dolls? Why did he sleep well? Why / how did Billy make more worry dolls? What worries might his friends have had?</i>) • Talk Partners briefly discuss the questions and answers. Invite volunteers to ask and answer their questions in front of the class. 	In small, mixed-ability groups, the children take turns Hot-Seating the role of Billy, answering the other children's questions about what he did and why, and what he thinks.

Objectives: Answer and ask questions; Use present and past tenses

Spoken language: Ask relevant questions; Build their vocabulary; Articulate and justify answers; Speculate, hypothesise, imagine and explore ideas

Photocopiables: N/A

Digital resources: [eBook of Silly Billy](#), [F ITP 2.1.2](#)

Day 3: Depth Focus

Session	Main focus	Teaching summary	Activity description
Depth focus 1: Character <i>Silly Billy</i>	Discuss characters	<ul style="list-style-type: none"> • <i>Today we're going to think about feelings.</i> The children respond to suggested situations with facial expressions (e.g. <i>you're going to a party</i>). • Reread <i>Silly Billy</i>, discussing the illustrations and Billy's feelings. • <i>What do you notice? How do the pictures make you feel? How does Billy feel? How can you tell? Why do you think some pictures are in black and white?</i> • Add thought bubbles to Billy in the eBook with sentence starters, e.g. <i>I feel ...</i>, <i>I am worried about ...</i>, <i>Shall I ...?</i> Talk Partners make up statements. Take feedback. • Use 'Billy at the start and end' (F ITP 2.1.5) to discuss how Billy's feelings change. 	<p>As a whole class, discuss some of Billy's worries (if Comprehension 1 has been completed, share some of Billy's worries from the worry box). <i>How did Billy solve the worries? What could we do when we have worries?</i></p> <p>Talk Partners discuss other worries, either from the worry box or from 'Worry box worries' (F PCM 2.1.4). <i>Who could they tell about these worries? What could they do?</i></p> <p>Mind Map the children's ideas, asking the class to take turns to speak and listen, and to agree on what should be done about different worries.</p>
<p>Objectives: Participate in discussions and listen to others; Explain clearly their understanding of what is read to them</p> <p>Spoken language: Give well-structured descriptions, explanations and narratives; Participate actively in conversations</p> <p>Photocopiables: F PCM 2.1.4</p> <p>Digital resources: eBook of Silly Billy, F ITP 2.1.5</p>			

Day 4: Comprehension

Session	Main focus	Teaching summary	Activity description
Comprehension 3: <i>Operation Night Monster</i>	Inference and prediction	<ul style="list-style-type: none"> • Show the cover of the eBook of <i>Operation Night Monster</i> by Paul Shipton. <i>What does the title mean? What might the story be about? What does the picture suggest?</i> • Read and enjoy the story together, using expression to bring out meaning and engage interest, and exploring the pictures. • Pause at key moments for Talk Partners to discuss what Ali will do next. E.g. when he needs the bathroom (pages 12–13) and when he sees something on the landing (page 17). <i>How would you feel? What would you do? Why? Let's see if you're right.</i> • Read to the end of the story and encourage comments on the ending. <i>Does Ali look happier now? Will he still be afraid of night monsters? Why? / Why not?</i> 	<p>Core: In groups, the children recap Ali's night routine and discuss how he might feel, what he might do the next night and why he might do this. Each group writes a sentence to show its prediction.</p> <p>Support: In groups, the children recap Ali's night routine and discuss how he might feel. They then discuss what he might do the next night. With support, each group dictates or writes a simple sentence to show its prediction.</p> <p>Extend: In groups, the children recap Ali's night routine and discuss how he might feel, what he might do the next night and why he might do this. Each group writes a few sentences to show its predictions, explaining the children's reasons.</p>
<p>Objectives: Draw on what they already know/background information/information provided by teacher; Make inferences; Make predictions</p> <p>Spoken language: Listen and respond appropriately; Speculate, hypothesise, imagine and explore ideas</p> <p>Photocopiables: N/A</p> <p>Digital resources: eBook of Operation Night Monster</p>			

Day 5: Comprehension

Session	Main focus	Teaching summary	Activity description
Comprehension 4: <i>Operation Night Monster</i>	Discuss their own understanding of the story	<ul style="list-style-type: none"> • Reread the story together, inviting some children to read the speech bubbles of the characters if appropriate. • <i>Do you notice anything different this time, now you know what's really happening?</i> Discuss the clues about what Ali has really seen, with the benefit of hindsight. • Challenge the children to look out for where Fred says “Hmmm” and ask them to think about what he might mean, but don't discuss their ideas yet. • Explore the children's understanding of the story layers and presentation. <i>Is this what is really happening in the story, or something imagined? What makes you think that? How can you tell?</i> • Show ‘What type of story?’ (F ITP 2.1.3) and remind the children of the occasions when Fred said “Hmmm.” 	<p>Core: <i>What does Fred's expression tell us?</i> The children Think-Pair-Share their ideas for what Fred was really thinking and meaning each time. They use the sentences on ‘Hmmm ...’ (F PCM 2.1.2) to note their ideas in the speech bubbles.</p> <p>Support: <i>What does Fred's expression tell us?</i> The children Think-Pair-Share their ideas for what Fred was really thinking and meaning each time. They cut out the sentences on ‘Hmmm ...’ (F PCM 2.1.2) and sort them before completing the speech bubbles – or, if more appropriate to level, they circle ‘good idea’, ‘not a good idea’ or ‘not sure’ before adding these words to the speech bubbles.</p> <p>Extend: <i>What does Fred's expression tell us?</i> The children Think-Pair-Share their ideas for what Fred was really thinking and meaning each time. They complete the speech bubbles on ‘Hmmm ...’ (F PCM 2.1.2), using their own ideas and words.</p>
<p>Objectives: Answer and ask questions; Participate in discussions and listen to others; Explain clearly their understanding of what is read to them; Use present and past tenses</p> <p>Spoken language: Articulate and justify answers; Participate actively in conversations</p> <p>Photocopiables: F PCM 2.1.2</p> <p>Digital resources: eBook of Operation Night Monster, F ITP 2.1.3</p>			

Day 6: Depth focus

Session	Main focus	Teaching summary	Activity description
Depth focus 2: Character <i>Operation Night Monster</i>	Discuss characters Inference	<ul style="list-style-type: none"> • Display and read 'Character outline' (F ITP 2.1.6). • Explain that they are going to explore the character of Ali: what he does, what he is like, his feelings. • Reread <i>Operation Night Monster</i>, pausing to focus on Ali's actions and the things he says. Help the children to infer reasons, drawing on their own experiences. • Return to F ITP 2.1.6. <i>Which word describes Ali best? Talk Partners</i> discuss, then a child moves their chosen word inside the outline. <i>Does everyone agree?</i> • <i>Talk Partners</i> discuss how Ali changes. <i>Would you choose the same words at the start and end of the story? Why?/Why not?</i> 	<p>Core: In pairs or groups, the children create a Role on the Wall to describe Ali and his feelings at the start and end of the story, using statements from 'Ali' (F PCM 2.1.5).</p> <p>Support: Provide the four simplest statements from 'Ali' (F PCM 2.1.5): 'Ali is happy', 'Ali is brave', 'Ali smiled' and 'Ali likes Fred'. In pairs or groups, the children use these statements to create a Role on the Wall to describe Ali and his feelings at the start and end of the story.</p> <p>Extend: In pairs or groups, the children create a Role on the Wall to describe Ali and his feelings at the start and end of the story, using statements from 'Ali' (F PCM 2.1.5). They sort the statements and place thoughts or feelings inside the character, and action statements outside the character.</p>
<p>Objectives: Make inferences; Participate in discussions and listen to others; Explain clearly their understanding of what is read to them</p> <p>Spoken language: Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints</p> <p>Photocopiables: F PCM 2.1.5</p> <p>Digital resources: eBook of Operation Night Monster, F ITP 2.1.6</p>			

Day 7: Depth focus

Session	Main focus	Teaching summary	Activity description
Depth focus 3	Discuss characters	<ul style="list-style-type: none"> • Explore Billy's feelings and decisions in <i>Silly Billy</i>. • Read as far as page 12. <i>What did Dad and Mum say to help Billy? How did Billy feel afterwards?</i> • On page 12, point out that Billy gets up 'at last'. <i>Why does it take him a long time to decide to get up? Why does he get up in the end?</i> • Read pages 14-15. <i>Do you think Grandma's idea is a good one?</i> • Take feedback from the group activity. <i>Who helped Billy feel better? Why?</i> • <i>Do you think he really is 'Silly' Billy? What words would you use to describe him?</i> The children Think-Pair-Share, giving reasons for their comments. 	<p>Core: Small groups use 'Don't worry!' (F PCM 2.1.6) to explore what Mum, Dad and Grandma say to Billy and discuss who helps him feel better. They complete the sentences about how Billy feels.</p> <p>Support: Small groups use 'Billy's feelings' (F PCM 2.1.14) to explore how Billy feels at the beginning and end of the story.</p> <p>Extend: Small groups use 'Don't worry! 2' (F PCM 2.1.15) to explore what Mum, Dad and Grandma say to Billy and discuss who helps Billy feel better. They complete the sentences about how Billy feels after each piece of advice and explain why it made him feel that way.</p>
<p>Objectives: Make inferences; Participate in discussions and listen to other</p> <p>Spoken language: Articulate and justify answers</p> <p>Photocopiables: F PCM 2.1.6, F PCM 2.1.14, F PCM 2.1.15</p> <p>Digital resources: eBook of Silly Billy</p>			

Day 8: Sentence grammar

Session	Main focus	Teaching summary	Activity description
Sentence grammar 1 <i>Silly Billy</i>	Join sentences with 'and', correcting punctuation as necessary	<ul style="list-style-type: none"> • What can the children remember about a sentence? <i>It feels complete. It begins with a capital letter and ends with a full stop.</i> • Share the idea that 'and' can join sentences together taking the place of a full stop. • Read the last sentence on page 12 of <i>Silly Billy</i>. <i>This sentence has more than one action. Can you identify the separate actions?</i> • Rewrite as three shorter sentences: 'Billy felt a bit silly. At last he got up. He went to tell his grandma.' Discuss all the changes that have to take place. • Take suggestions for two sentences that Billy might be thinking in the picture on page 13. Write them down, then join them into one longer sentence with 'and'. 	<p>Core: In pairs, the children refer to page 14 of the eBook and write a simple sentence showing what Billy might be thinking. They read each other's sentences and check that the punctuation is correct. The children then join their sentences together with 'and'. They then edit their longer compound sentence to correct the punctuation and capital letter.</p> <p>Support: In pairs, the children refer to page 14 of the eBook and write a simple sentence showing what Billy might be thinking. They read each other's sentences and check that the punctuation is correct. They read the sentences aloud, orally adding 'and' to join them, and check that the new sentence makes sense.</p> <p>Extend: The children refer to page 14 of the eBook and write two simple sentences each, showing what Billy might be thinking. They read each other's sentences and check that the punctuation is correct. The children join their own sentences together with 'and'. They then edit their longer compound sentences to correct the punctuation and capital letter. Check the children's sentences and ask pairs to help each other with any further correction needed.</p>
<p>Objectives: Learn how to use both familiar and new punctuation correctly (Appendix 2); Sentences with different forms: statement, question, exclamation, command; Use present and past tenses</p> <p>Spoken language: Listen and respond appropriately; Participate actively in conversations</p> <p>Photocopiables: N/A</p> <p>Digital resources: eBook of Silly Billy</p>			

Day 9: Sentence grammar

Session	Main focus	Teaching summary	Activity description
Sentence grammar 2 <i>Operation Night Monster</i>	Join sentences with 'and', correcting punctuation as necessary	<ul style="list-style-type: none"> • Read page 11 of <i>Operation Night Monster</i>. • Involve children in creating three short sentences from the text to caption the three pictures at the bottom of the page. (<i>Ali jumped out of bed. Ali slammed the wardrobe door shut. Ali jumped back into bed ...</i>). • Explore which words are missed out when the 3 sentences are put together, and point out the use of commas and <i>and</i> in the longer sentence in the text. • Read pages 20-21 and highlight the monster's main actions (<i>started whizzing back along the landing ... zoomed into Jamal's room ... crashed into the bed</i>). Demonstrate putting this together to create one long sentence, separating with commas and omitting repeated pronouns. • Model inventing a sequence of sentences of your own and putting them together similarly (e.g. <i>I got up, had breakfast, and went to school.</i>) 	<p>Core: Groups or pairs of children use 'Sentence builder' (F PCM 2.1.7) to join three sentences into one long sentence.</p> <p>Support: In a teacher-guided group, help the children to use 'Sentence builder' (F PCM 2.1.7) to join three sentences into one long sentence. If the children struggle, help them to join just the first two sentences of each group with 'and'.</p> <p>Extend: Groups or pairs of children use 'Sentence builder' (F PCM 2.1.7) to join three sentences into one long sentence. They then think up their own examples, writing out separate short sentences before joining them together.</p> <p>Come back together as a class to share some examples. Discuss the effects of the longer sentences, considering how they change the pace and sound more interesting than series of short sentences with repeated proper nouns or pronouns.</p>
<p>Objectives: Learn how to use both familiar and new punctuation correctly (Appendix 2); Sentences with different forms: statement, question, exclamation, command</p> <p>Spoken language: Listen and respond appropriately</p> <p>Photocopiables: F PCM 2.1.7</p> <p>Digital resources: eBook of Operation Night Monster</p>			

Day 10: Sentence grammar

Session	Main focus	Teaching summary	Activity description
Sentence grammar 3 <i>Operation Night Monster</i>	Expand noun phrases for description	<ul style="list-style-type: none"> • Show and re-read page 12 of <i>Operation Night Monster</i>. • Point out the noun <i>monsters</i> and the extra details that have been added: <i>silly monsters on skateboards</i>. • Discuss the effect: making the monsters seem less scary by making them funny. • Demonstrate making up a similar description using adjectives and other descriptive detail to make something scary seem funny instead, e.g. <i>pink, fluffy spiders on scooters</i>. • Take suggestions of some scary things and write them on the board, e.g. <i>thunder, sharks, snakes</i>. • Involve children in making up some more extended noun phrases with the same structure, using some of the scary things on the class list, e.g. <i>squeaky thunder with hiccups / giggly sharks on a helter-skelter / sleepy snakes snoring</i>. 	<p>Core: Talk Partners choose some scary things from the class list and discuss how they could describe them to make them seem less scary, following the structure in your model.</p> <p>Support: Talk Partners choose a scary thing from the class list, and discuss how they could describe it to make it seem less scary, following the structure in your model and using some of the modelled vocabulary.</p> <p>Extend: Talk Partners choose some scary things from the class list or their own ideas, and discuss how they could describe them to make them seem less scary, following the structure in your model. They then repeat this process using their own ideas. Challenge and assist the children to use alliteration in some of their noun phrases.</p> <p>Come back together as a class to share some examples. Invite feedback and further suggestions from the children.</p>
<p>Objectives: Discuss favourite words and phrases; Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Spoken language: Participate actively in conversations</p> <p>Photocopiables: N/A</p> <p>Digital resources: eBook of Operation Night Monster, http://www.activelearnprimary.co.uk/resource/203642</p>			

Day 11: Short composition

Session	Main focus	Teaching summary	Activity description
Short composition 1: Day 1	Plan and rehearse orally what they are going to write	<ul style="list-style-type: none"> • Explain that children are going to write a letter in role as Billy to his grandma at the end of the story • Take suggestions about what to include in the letter (e.g. thanking Grandma for her help, telling Grandma about the main events that happened after Billy got home) • Look at pages 17–25. <i>If Billy were telling the story, what would he say?</i> Model changing some sentences to Billy's point of view, e.g. 'The next night I slept well.' 	<p>Core: Talk Partners use 'Story picture cards' (F PCM 2.1.8) to retell the end of the story from Billy's point of view. Assist them to add a few notes to the pictures, giving more detail from the story.</p> <p>Support: Talk Partners use the first four pictures from 'Story picture cards' (F PCM 2.1.8) to retell the end of the story from Billy's point of view.</p> <p>Extend: Talk Partners use 'Story picture cards' (F PCM 2.1.8) to retell the end of the story from Billy's point of view, adding notes about details that they have inferred from the story.</p>
<p>Objectives: Write narratives about personal experiences and those of others; Plan/say out loud what they are going to write about</p> <p>Spoken language: Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints</p> <p>Photocopiables: F PCM 2.1.8</p> <p>Digital resources: eBook of Silly Billy</p>			

Day 12: Short composition

Session	Main focus	Teaching summary	Activity description
Short composition 1: Day 2	Evaluate and edit their writing	<ul style="list-style-type: none"> • Introduce the letter writing frame on 'A letter to Grandma' (F ITP 2.1.7). • Talk Partners recap what happens after Billy gets home using F PCM 2.1.8 for support if needed. • Model writing the first two sentences of the letter, taking suggestions from Talk Partners and scribing ideas. • Draw attention to the letter layout conventions such as "Dear Grandma", on the opening line, then starting the main letter content on the line below with a capital letter. • Demonstrate how to lay out the letter sign-off. 	<p>Core: The children use 'A letter to Grandma' (F PCM 2.1.9) to write their letters to Grandma. Remind them to rehearse their sentences aloud as they write. Talk Partners then read each other's letters, checking for full sentences, capital letters and full stops.</p> <p>Support: The children use 'A letter to Grandma 2' (F PCM 2.1.16) to write their letters to Grandma. Remind them to rehearse their sentences aloud as they write. Talk Partners then read each other's letters, checking for full sentences, capital letters and full stops.</p> <p>Extend: The children write letters to Grandma from Billy, to tell her what happened after Billy went home. Remind them to use the appropriate layout for their letters and to rehearse their sentences aloud as they write. Remind them, too, of how to join sentences with 'and' (see Sentence Grammar 1 and Sentence Grammar 2). Challenge the children to add a sentence of this type to their letters. Talk Partners then read each other's letters, checking for full sentences, capital letters and full stops.</p> <p>Come back together as a class and ask volunteers to read some example letters to the group.</p>
<p>Objectives: Write for different purposes; Plan/say out loud what they are going to write about</p> <p>Spoken language: Listen and respond appropriately</p> <p>Photocopiables: F PCM 2.1.8, F PCM 2.1.9, F PCM 2.1.16</p> <p>Digital resources: F ITP 2.1.7</p>			

Day 13: Comprehension

Session	Main focus	Teaching summary	Activity description
Comprehension 5: <i>Silly Billy, Operation Night Monster</i>	Discuss stories they have read	<ul style="list-style-type: none"> Recap the stories you have read: <i>Silly Billy and Operation Night Monster</i>. <i>Which did you most enjoy / not enjoy? Why?</i> Talk Partners briefly ask each other questions about their opinions of each book. Show 'Story bridge' (F ITP 2.1.4). Discuss key incidents from <i>Silly Billy</i> and demonstrate completing the story bridge boxes with the children's suggestions. 	<p>Core: Groups or pairs of children use the 'Story bridge' (F ITP 2.1.4) completed in the teaching session as a model and 'Story bridge' (F PCM 2.1.3) to create the story structure of <i>Operation Night Monster</i>.</p> <p>Support: Groups or pairs of children use 'Story bridge 2' (F PCM 2.1.13) to draw the story structure of <i>Operation Night Monster</i>, referring to the 'Story bridge' (F ITP 2.1.4) completed in the teaching session as needed. Encourage them to add words or phrases to their pictures, if appropriate.</p> <p>Extend: Groups or pairs of children use 'Story bridge' (F PCM 2.1.3) to create the story structure of <i>Operation Night Monster</i>.</p>
<p>Objectives: Draw on what they already know/background information/information provided by teacher; Answer and ask questions; Participate in discussions and listen to others; Explain clearly their understanding of what is read to them</p> <p>Spoken language: Listen and respond appropriately; Consider and evaluate different viewpoints</p> <p>Photocopiables: F PCM 2.1.3, F PCM 2.1.13</p> <p>Digital resources: eBook of Silly Billy, eBook of Operation Night Monster, F ITP 2.1.4</p>			

Day 14: Short composition

Session	Main focus	Teaching summary	Activity description
Short composition 2: Day 1	Plan and rehearse orally what they are going to write	<ul style="list-style-type: none"> • Explain that you are going to write a new story about Ali (<i>Operation Night Monster</i>) staying at his grandma's house. • Talk Partners imagine how Ali might feel. Show 'Story bridge' (F ITP 2.1.4) and involve the children in planning and noting ideas for the first half of the story. • Compose two or three sentences from the notes in the first box. Encourage the children to say each sentence as you write it. Reread, checking for full stops and capital letters. • Using the second box notes, create a sentence opening for the children to complete orally. (E.g. 'He felt ...') Take suggestions and write the sentence. • Read the story so far. Talk Partners discuss how it might continue. 	<p>Core: The children use 'Story bridge' (F PCM 2.1.3) to note their ideas for how their stories could end. Work with the children to add details to make their endings interesting.</p> <p>Support: The children use 'Story bridge 2' (F PCM 2.1.13) to draw their ideas for how their stories could end. Encourage them to add words or phrases to their pictures, if appropriate.</p> <p>Extend: The children use 'Story bridge' (F PCM 2.1.3) to note their ideas for how their stories could end. They should consider the reader and include details on how to make their endings interesting.</p>
<p>Objectives: Write narratives about personal experiences and those of others; Plan/say out loud what they are going to write about; Encapsulate what they want to say, sentence by sentence; Use present and past tenses</p> <p>Spoken language: Participate actively in conversations; Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Photocopiables: F PCM 2.1.3, F PCM 2.1.13</p> <p>Digital resources: eBook of Operation Night Monster, F ITP 2.1.4</p>			

Day 15: Short composition

Session	Main focus	Teaching summary	Activity description
Short composition 2: Day 2	Evaluate and edit their writing	<ul style="list-style-type: none"> Reread the class story so far. Model writing a story ending, demonstrating making notes on F ITP 2.1.4 for the ending, rehearsing sentences orally, speaking each sentence as you write and then checking for capital letters and full stops. Explain that the children are going to complete their own stories using the same methods. 	<p>Core: The children write their story endings independently, using their copies of 'Story bridge' (F PCM 2.1.3). Talk Partners read each other's stories, checking for full sentences, capital letters and full stops.</p> <p>Support: The children write their story endings in simple sentences independently, using their copies of 'Story bridge 2' (F PCM 2.1.13). Talk Partners read each other's stories, checking for full sentences, capital letters and full stops.</p> <p>Extend: The children write their story endings independently, using their copies of 'Story bridge' (F PCM 2.1.3). They should remember to consider the reader and check they have included detail to create interest, and try to include at least one sentence that uses 'and'. Talk Partners read each other's stories, checking for full sentences, capital letters and full stops.</p> <p>Come back together as a class and reread the shared story opening. Volunteers then read out their endings. Encourage responses from the other children. Display the shared story opening on a Learning Wall, surrounded by the children's story endings.</p>
<p>Objectives: Evaluate their writing with the teacher and other pupils; Reread what they have written to check that it makes sense; Proof-read to check for errors; Read aloud their writing with appropriate intonation to make meaning clear; Use present and past tenses</p> <p>Spoken language: Select and use appropriate registers</p> <p>Photocopiables: F PCM 2.1.3, F PCM 2.1.13</p> <p>Digital resources: F ITP 2.1.4</p>			

Day 16: Long composition

Session	Main focus	Teaching summary	Activity description
Day 1	Retell their own story based on a real event	<ul style="list-style-type: none"> • Explain that you want the children to tell a story about a small worry or problem they have had or know about. • Relate an experience of your own: what you were worried about, how you felt, how you overcame your worry and what happened in the end. Encourage the children to ask you questions. • Show 'Memory box' (F ITP 2.1.8) to help children think of a suitable memory of their own to recount to their Talk Partners. • Emphasise that a simple story about a small worry or problem is appropriate. • If appropriate, take the opportunity to discuss how children could get help if they have a big worry or serious problem. 	<p>Core: The children make brief notes about the story they are going to tell. Talk Partners use their notes to tell each other their stories. They then ask and answer questions about each other's anecdotes.</p> <p>Support: Support children in making an appropriate choice of memory. The children make brief notes about or draw pictures to map out the story they are going to tell. Talk Partners use their notes to tell each other their stories. They then ask and answer questions about each other's anecdotes.</p> <p>Extend: The children make brief notes about the story they are going to tell, adding detail to make their story interesting. They should think about using sequencing words to make the order of events clear. Talk Partners use their notes to tell each other their stories. They then ask and answer questions about each other's anecdotes.</p> <p>Come back together as a class to discuss the stories. <i>Was it easy to follow your plan when you told your stories? Did your questions and your partner's answers help you to understand their story? Did anyone use words to make the order of events clear? What sort of words could you use?</i> Collect suggestions on the Learning Wall.</p>
<p>Objectives: Write narratives about personal experiences and those of others; Write about real events; Write down ideas and/or key words, including new vocabulary; Use present and past tenses</p> <p>Spoken language: Ask relevant questions; Build their vocabulary; Give well-structured descriptions, explanations and narratives</p> <p>Photocopiables: N/A</p> <p>Digital resources: F ITP 2.1.8</p>			

Day 17: Long composition

Session	Main focus	Teaching summary	Activity description
Day 2	Plan what they are going to write	<ul style="list-style-type: none"> • Explain that in this session children will use storyboards to plan their stories. • Make notes on 'Storyboard' (F ITP 2.1.9) about the experience you described in the last session. Note the main events using key words. Print this out and add it to the Learning Wall. • Refer to the words collected on the Learning Wall. Select appropriate connecting and sequencing words to clarify the order of events, list them and add them to the story plan. 	<p>Core: The children use the storyboard on 'Storyboard 1' (F PCM 2.1.10) to plan their retelling, using your notes on 'Storyboard' (F ITP 2.1.9) as a model. Assist them, as appropriate, to note suitable connecting and sequencing words on the plan to show the order of events.</p> <p>Support: The children use the storyboard on 'Storyboard 2' (F PCM 2.1.11) to plan their retelling.</p> <p>They should refer to the list made during the teaching session and note a couple of suitable connecting / sequencing words on the plan to show the order of events.</p> <p>Extend: The children use the storyboard on 'Storyboard 1' (F PCM 2.1.10) to plan their retelling.</p> <p>Remind them to note suitable connecting and sequencing words on the plan to show the order of events.</p>
<p>Objectives: Plan/say out loud what they are going to write about; Write down ideas and/or key words, including new vocabulary; Encapsulate what they want to say, sentence by sentence</p> <p>Spoken language: Listen and respond appropriately</p> <p>Photocopiables: F PCM 2.1.10, F PCM 2.1.11</p> <p>Digital resources: F ITP 2.1.9</p>			

Day 18: Long composition

Session	Main focus	Teaching summary	Activity description
Day 3	Write their stories	<ul style="list-style-type: none"> Referring to the annotated storyboard on the Learning Wall, rehearse orally and then write two or three sentences for the story opening. Use Think Alouds to demonstrate ordering the events and selecting suitable time connectives. Ask the children to reread your sentences to check that they sound right and that full stops and capital letters have been used. Compose the next part of the story, rehearsing each sentence orally before writing. Draw attention to time conjunctions used. Save your story draft for the next session, if possible saving some 'deliberate errors' to be spotted and corrected in the next session. 	<p>Core: The children use their copies of 'Storyboard 1' (F PCM 2.1.10) from Day 2 to compose, rehearse and write sentences for each part of their story plans. Remind them to use the connecting and sequencing words they noted on the plans to show the order of events.</p> <p>Support: The children use their copies of 'Storyboard 2' (F PCM 2.1.11) from Day 2 to compose and rehearse sentences for each part of their story plans. They then use 'Writing the story' (F PCM 2.1.12) for support as they write their stories. Remind them to use the connecting and sequencing words they noted on the plans to show the order of events.</p> <p>Extend: The children use their copies of 'Storyboard 1' (F PCM 2.1.10) from Day 2 to compose, rehearse and write sentences for each part of their story plans. Remind them to use the connecting and sequencing words they noted on the plans consistently to show the order of events. Assist them to choose vocabulary carefully to add interest and detail.</p>
<p>Objectives: Plan/say out loud what they are going to write about; Write down ideas and/or key words, including new vocabulary; Encapsulate what they want to say, sentence by sentence; Proof-read to check for errors; Use present and past tenses</p> <p>Spoken language: Listen and respond appropriately; Speak audibly and fluently using Standard English</p> <p>Photocopiables: F PCM 2.1.10, F PCM 2.1.11, F PCM 2.1.12</p> <p>Digital resources: N/A</p>			

Day 19: Long composition

Session	Main focus	Teaching summary	Activity description
Day 4	Evaluate and improve their stories	<ul style="list-style-type: none"> • Show your story draft from the last session. • Demonstrate reading it aloud to check how it sounds. Model checking for complete sentences, capital letters, full stops and the use of conjunctions. Involve children in making corrections. <i>That doesn't sound quite right. Have I missed something out?</i> • Demonstrate adding detail and description to your story. Involve children in making suggestions to improve the story and praise adventurous or interesting language choices. • Proofread the revised text again and make any final corrections. 	Independently, the children check their stories for complete sentences, capital letters, full stops and use of conjunctions. They add details, and then read their stories to their Talk Partners . The listening partners follow the storyboards, making sure nothing is missed out, and give feedback on anything that doesn't make sense or sound right, or where further details could be added. The children then make final revisions to their stories.
<p>Objectives: Write narratives about personal experiences and those of others; Evaluate their writing with the teacher and other pupils; Reread what they have written to check that it makes sense; Use present and past tenses</p> <p>Spoken language: Listen and respond appropriately; Speak audibly and fluently using Standard English</p> <p>Photocopiables: N/A</p> <p>Digital resources: N/A</p>			

Day 20: Consolidation

Session	Main focus	Teaching summary	Activity description
Consolidation	Unit revision	<ul style="list-style-type: none"> Recap the stories the children have written in this unit. Invite preferences and opinions. <i>Which story did you most enjoy writing? Why? What did you find difficult / interesting? Which stories did you enjoy hearing? What have you learned about writing stories in this unit? What do you need to remember the next time you write a story?</i> Recap important points: planning, composing and drafting orally, saying the sentence as you write, using linking words, checking for complete sentences, full stops and capital letters, adding details, using interesting vocabulary. Create an imaginative space in the classroom where children can make up stories. Place descriptive words in the space. 	The children produce final versions of their stories for display, using ICT. They then make story sacks for their stories containing models, artefacts, pictures, maps and 'fact cards'. If possible, provide opportunities for the children to read or tell their stories to different audiences.
<p>Objectives: Write for different purposes; Evaluate their writing with the teacher and other pupils</p> <p>Spoken language: Articulate and justify answers</p> <p>Photocopiables: N/A</p> <p>Digital resources: N/A</p>			

Recommended route of lessons:

Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension 1: <i>Silly Billy</i> <i>Prediction</i>	Comprehension 2: <i>Silly Billy</i> <i>Ask and answer simple questions</i>	Depth focus 1: <i>Character (Silly Billy)</i> <i>Discuss characters</i>	Comprehension 3: <i>Operation Night Monster</i> <i>Inference and prediction</i>	Comprehension 4 <i>Operation Night Monster</i> <i>Discuss their own understanding of a story</i>
Day 6	Day 7	Day 8	Day 9	Day 10
Depth focus 2: Character (<i>Operation Night Monster</i>) <i>Discuss characters</i>	Depth focus 3: <i>Silly Billy</i> <i>Discuss characters</i>	Sentence grammar 1 (<i>Silly Billy</i>) <i>Join sentences with 'and'</i>	Sentence grammar 2 (<i>Operation Night Monster</i>) <i>Join sentences with 'and'</i>	Sentence grammar 3 (<i>Operation Night Monster</i>) <i>Expand noun phrases for description</i>
Day 11	Day 12	Day 13	Day 14	Day 15
Short composition 1: Day 1 <i>Plan and rehearse orally what they are going to write</i>	Short composition 1: Day 2 <i>Evaluate and edit their writing</i>	Comprehension 5: <i>Silly Billy, Operation Night Monster</i> <i>Discuss stories they have read</i>	Short composition 2: Day 1 <i>Plan and rehearse orally what they are going to write</i>	Short composition 2: Day 2 <i>Evaluate and edit their writing</i>
Day 16	Day 17	Day 18	Day 19	Day 20
Long composition: Day 1 <i>Retell their own story based on a real event</i>	Long composition: Day 2 <i>Plan what they are going to write</i>	Long composition: Day 3 <i>Write their stories</i>	Long composition: Day 4 <i>Evaluate and improve their stories</i>	Consolidation <i>Unit revision</i>