

, Year Group: Y2/3 SO wb 02.11.20

Genre: To plan and write your own four-part story (Y2) / Diary entry – as a book character (Y3)

Text: Star People: A Lakota Story by S.D. Nelson

Week One – Reading	02.11.20 Mon	<p>Show children the front cover of Star People. Children to discuss information into 3 categories:</p> <ul style="list-style-type: none">-What they know-What they don't know-What they can predict <p>Children to make a prediction based on the front cover of Star People.</p> <p>Year 2: Inference: Objective 13 - Make plausible predictions based on reading of text e.g. "He's going to run away," or "I think it will tell us how the fire started."</p> <p>Year 3: Comprehension: Objective 7 - Can make predictions based on what is stated and implied. Inference: Objective 12 - Can predict what might happen from details stated and attempt to predict from details implied.</p>
	03.11.20 Tue	<p>To answer comprehension questions based around inference skills.</p> <p>Year 2 – Reading: Inference: Objective 12 - Use personal experiences to connect with texts e.g. a response based on what they personally would be feeling rather than feelings of character in the text. Inference: Objective 14 - Make plausible inferences based on a single point of reference in the text e.g. give reasons for why things happen or characters change, such as, "Henry started to behave because he knew his mum has sweets in her bag" or "Children had to work all day in the mine - that's why they were scared and tired."</p> <p>Year 3 – Reading: Inference: Objective 11 - Can begin to understand what the writer is implying in a text e.g. "It doesn't say that she doesn't like her brother but there are clues."</p>
	04.11.20 Wed	<p>Dictionary skills lesson. Children to locate words that effectively describe the characters and setting and use a dictionary to define new vocabulary. Create a word bank of the new vocabulary that they have learned.</p> <p>Year 2 – Reading: Objective 15 – Comment on language choices.</p> <p>Year 3 – Reading: Comprehension: Objective 4 - Can explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions.</p>
	05.11.20 Thurs	<p>Sequence the events in the story so far.</p> <p>Year 2: Comprehension: Objective 8 - Discuss the sequence of events in stories.</p> <p>Year 3: Comprehension: Objective 8 - Can Identify the main ideas from more than one paragraph</p>
	06.11.20 Fri	<p><u>EXTENDED WRITING</u>: Re-tell a traditional tale – The Star People.</p> <p>Year 2: Composition: Objective 23 - Can write for different purposes. Objective 24 - Can plan or say out loud what they are going to write about. Objective 25 - Can write down ideas and/or key words, including new vocabulary. Objective 26 - Can encapsulate what they want to say, sentence by sentence. Objective 27 - Can evaluate their writing with the teacher and other pupils. Objective 28 - Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>

		<p>Objective 29 - Can proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>Objective 30 - Can read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Year 3: Composition: Objective 20 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Objective 21 - Can discuss and record ideas.</p> <p>Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Objective 23 - Can organise paragraphs around a theme.</p> <p>Objective 24 - Can create settings, characters and plot in narratives.</p> <p>Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Objective 28 - Can proof read for spelling and punctuation errors.</p> <p>Objective 29 - Can read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week Two – SpaG</p>	<p>09.11.20 Mon</p>	<p>Suffixes. Explain that suffixes are 1 or more letters that go onto the end of a root word that changes its meaning like adding less to help makes helpless. Model how to add suffixes to words explaining that we can't always add every suffix to every word for example: homeful is not correct.</p> <p>Y2 Follow input. Y3 explain meaning of syllable and ask children to collect words on their WB that have more than one syllable.</p> <p>Y2- Explain that the suffix -ful usually is positive whereas the suffix -less is usually negative. Model how to create the suffix flowers. The centre of the flower has the suffix -ful or -less and the petals have to have words written in with the suffix. Have examples of root words on the board that could be used.</p> <p>Y3-Recap difference between a vowel and a consonant. Spelling rules: y to an I then add -ing Vowel consonant ending of the root word with a stressed last syllable, double the last consonant. Complete grids (differentiated) adding suffixes.</p> <p>Y3 – Suffixes beginning with a vowel to words with more than one syllable. Complete a dictation on this.</p> <p>Y2 – Suffixes -ful -less. Complete a dictation on this.</p> <p>Year 2: Spelling: Objective 1 - Can segment spoken words into phonemes and representing these by graphemes, spelling many correctly (of those covered so far).</p> <p>Spelling: Objective 2 - Can write from memory simple sentences dictated by the teacher that include words using the GPCs (of those covered so far). Objective 6 - Can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Vocabulary, Grammar and Punctuation: Objective 9 - Can form adjectives using suffixes such as -ful, -less. Spelling: Objective 2 - Can write from memory simple sentences dictated by the teacher that</p>

	<p>include words using the GPCs (of those covered so far).</p> <p>Year 3: Spelling: Objective 1 – Can add suffixes beginning with vowel letters to words of more than one syllable. Spelling: Objective 9 - Can write from memory simple sentences dictated by the teacher that include using the GPCs (of those covered so far).</p>
<p>10.11.20 Tue</p>	<p>Prefixes Y3 – un -dis -mis (negative) -in (in/into) with a dictation. Suffixes Y2 – Making nouns using the suffixes -ness and -er with a dictation.</p> <p>Discuss meaning of suffix and prefix and recap some of those that we know.</p> <p>Y3 – Create a list of words beginning with -dis -mis or -in</p> <p>Y2- Recap the difference between nouns and verbs. Explain that we can change some verbs into nouns by adding the suffix -er. Children are to complete the differentiated grids adding -er to verbs to make nouns.</p> <p>Y3- Discuss the difference between -dis and -mis suffix but how they are both generally negative. Explain that the -in suffix can mean in or into or not. Discuss that when the word starts with an m or a p then instead of -in you put -im such as impossible. Complete the -dis -mis -in differentiated grids. Explain the difference in meaning of ‘indoors’ and ‘impossible’.</p> <p>Y2 – A noun ending in -ness is a state of being. We can turn adjectives into nouns by adding the suffix -ness. If the adjective ends in a y then we need to change the y to an i and add -ness. Children to complete -ness grid.</p> <p>All children to complete a dictation of the spellings from this lesson.</p> <p>Year 3 Spelling: Objective 5 - Can recognise that most prefixes are added to the beginning of root words without any changes in spelling. Spelling: Objective 6 - Can recognise that the prefixes -un, -dis and -mis have negative meanings. Spelling: Objective 7 - Can recognise the prefix -in can mean both ‘not’ and ‘in’/‘into’. Spelling: Objective 9 - Can write from memory simple sentences dictated by the teacher that include using the GPCs (of those covered so far).</p> <p>Year 2: Vocabulary, Grammar and Punctuation: Objective 8 - Can form nouns by using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman). Spelling: Objective 2 - Can write from memory simple sentences dictated by the teacher that include words using the GPCs (of those covered so far).</p>
<p>11.11.20 Wed</p>	<p>Creating Nouns. Y3 – Forming nouns with a range of prefixes. Y2 – Compound nouns.</p> <p>Y3 – Create a list of nouns with the prefixes -super -anti and -auto. Use dictionaries to help them.</p> <p>Y2 – Explain that compound nouns are 2 words joined together to make 1 word with a new meaning. Use the pictures to create compound nouns. Unscramble the compound nouns that have been mixed up.</p> <p>Y3- -super means greater or above. -anti means against or opposite of. -auto means by itself or</p>

	<p>own. Add the correct suffix to the advert. Find the definition of these words in a dictionary.</p> <p>Year 2: Vocabulary, Grammar and Punctuation: Objective 8 - Can form nouns by using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman).</p> <p>Year 3: Vocabulary, Grammar and Punctuation: Objective 11 - Can form nouns using a range of prefixes (for example super, anti, auto).</p>
<p>12.11.20 Thurs</p>	<p>Y2 – Contractions Y3 – Time conjunctions.</p> <p>Y2- Explain that sometimes we don't say all of the letters in a word when we are using 'not'. Use the poem to circle all of the examples of contractions. Where is the apostrophe for possession rather than for missing letters? What is the rule for using apostrophes? Complete the butterfly apostrophe sheet.</p> <p>Y3- Define time conjunction and decide which one could be used in which sentence on the IWB. Complete gap fill of missing time conjunctions. Copy and complete the sentences with the missing time conjunctions.</p> <p>Year 2: Vocabulary, Grammar and Punctuation: Objective 18 - Can use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name).</p> <p>Year 3: Vocabulary, Grammar and Punctuation: Objective 14 - Can express time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of).</p>
<p>13.11.20 Fri</p>	<p><u>EXTENDED WRITING:</u> Report/Recount – How the children in The Star People got lost but found their way home.</p> <p>Year 2: Composition: Objective 23 - Can write for different purposes. Objective 24 - Can plan or say out loud what they are going to write about. Objective 25 - Can write down ideas and/or key words, including new vocabulary. Objective 26 - Can encapsulate what they want to say, sentence by sentence. Objective 27 - Can evaluate their writing with the teacher and other pupils. Objective 28 - Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Objective 29 - Can proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). Objective 30 - Can read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Year 3: Composition: Objective 20 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Objective 21 - Can discuss and record ideas. Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence</p>

		<p>structures.</p> <p>Objective 23 - Can organise paragraphs around a theme.</p> <p>Objective 24 - Can create settings, characters and plot in narratives.</p> <p>Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Objective 28 - Can proof read for spelling and punctuation errors.</p> <p>Objective 29 - Can read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
Week Three - Writing	16.11.20 Mon	<p>Plan own version of diary entry/ own 4 part story about getting lost in the wilderness.</p> <p>Objective 24 - Can plan or say out loud what they are going to write about.</p> <p>Objective 25 - Can write down ideas and/or key words, including new vocabulary.</p> <p>Objective 26 - Can encapsulate what they want to say, sentence by sentence.</p> <p>Objective 27 - Can evaluate their writing with the teacher and other pupils.</p> <p>Objective 20 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Objective 21 - Can discuss and record ideas.</p> <p>Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Objective 23 - Can organise paragraphs around a theme.</p>
	17.11.20 Tue	<p>1st draft of diary entry/ own 4-part story about getting lost in the wilderness. (Dear Diary, what they were doing, when they realised, they were lost)</p> <p>Year 2: Composition: Objective 23 - Can write for different purposes.</p> <p>Objective 24 - Can plan or say out loud what they are going to write about.</p> <p>Objective 25 - Can write down ideas and/or key words, including new vocabulary.</p> <p>Objective 26 - Can encapsulate what they want to say, sentence by sentence.</p> <p>Objective 27 - Can evaluate their writing with the teacher and other pupils.</p> <p>Objective 28 - Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Objective 29 - Can proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>Objective 30 - Can read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Year 3: Composition: Objective 20 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Objective 21 - Can discuss and record ideas.</p> <p>Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Objective 23 - Can organise paragraphs around a theme.</p> <p>Objective 24 - Can create settings, characters and plot in narratives.</p> <p>Objective 26 - Can assess the effectiveness of their own and others' writing and suggest</p>

	<p>improvements.</p> <p>Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Objective 28 - Can proof read for spelling and punctuation errors.</p> <p>Objective 29 - Can read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p>18.11.20 Wed</p>	<p>Edit and improve session. Re-drafting sections that need to be improved, making changes to spelling and punctuation.</p> <p>Year 2: Composition: Objective 27 - Can evaluate their writing with the teacher and other pupils.</p> <p>Composition: Objective 28 - Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Composition: Objective 29 - Can proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>Year 3: Composition: Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Composition: Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Composition: Objective 28 - Can proof read for spelling and punctuation errors.</p>
<p>19.11.20 Thurs</p>	<p>2nd draft of diary entry/ own 4-part story about getting lost in the wilderness. (How they navigated their way home, what happened when they got home)</p> <p>Year 2: Composition: Objective 23 - Can write for different purposes.</p> <p>Objective 24 - Can plan or say out loud what they are going to write about.</p> <p>Objective 25 - Can write down ideas and/or key words, including new vocabulary.</p> <p>Objective 26 - Can encapsulate what they want to say, sentence by sentence.</p> <p>Objective 27 - Can evaluate their writing with the teacher and other pupils.</p> <p>Objective 28 - Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Objective 29 - Can proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>Objective 30 - Can read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Year 3: Composition: Objective 20 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Objective 21 - Can discuss and record ideas.</p> <p>Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Objective 23 - Can organise paragraphs around a theme.</p>

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20.11.20 Fri	<p>Edit and improve-FINAL DRAFT</p> <p>Re-draft the piece of writing to ensure that there are no spelling mistakes, no mistakes with punctuation and that vocabulary has been unlevelled.</p>	<p>Year 2: Composition: Objective 27 - Can evaluate their writing with the teacher and other pupils.</p> <p>Composition: Objective 28 - Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Composition: Objective 29 - Can proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>Year 3: Composition: Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Composition: Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Composition: Objective 28 - Can proof read for spelling and punctuation errors.</p>