

Year Group: Y2/3 SO wb 23.11.20

Genre: A story in 4 parts/in the style of an author.

Text: Matilda – Roald Dahl (humorous style of writing)

| | | |
|--------------------|-------------------|--|
| Week One – Reading | 23.11.20 Mon | <p>Show children the front cover of Matilda. 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 Matilda.</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> |
| | 24.11.20 Tue | <p>Children to read a chapter of Matilda and to give personal opinions about the characters that they have read so far using quotations from the text to support their answer.</p> <p>Year 2: Comprehension: Objective 4 - Express personal responses, including likes and dislikes with reasons e.g. "She was just horrible like my Gran is sometimes."</p> <p>Year 3: Comprehension: Objective 3 - Can express personal responses to fiction, non-fiction and poetry.</p> |
| | 25.11.20 Wed | <p>Children to comment on language choice, working out new humorous words using their knowledge of suffixes.</p> <p>Year 2: Language for effect: Objective 15 - Comment on language choices e.g. "slinky" is a good word for cat. Language for effect: Objective 17 - Work out the meanings of new vocabulary from context e.g. squashed and squeezed and knowledge of e.g. prefixes-unhappy.</p> <p>Year 3: Language for effect: Objective 17 - Can discuss how language is used to create emphasis, humour, atmosphere or surprise.</p> |
| | 26.11.20 Thurs | <p>Children to read a section of Matilda. Children to sequence the events 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> |
| | 27.11.20 Fri | <p><u>EXTENDED WRITING:</u> To write a recount/report about Matilda's trip to the library.</p> <p>Year 2: Composition: Objective 23 - Can write for different purposes.</p> <p>Year 3: Composition: Objective 24 - Can create settings, characters and plot in narratives</p> |
| Week Two – SpaG | 30.11.20 Mon | <p>Homophones.</p> <p>Children to sort homophones cards to match the pairs.</p> <p>Discuss the meaning of the word homophones.</p> <p>Children to complete a dictation including homophones.</p> <p>Year 2: Spelling: Objective 5 - Can distinguish between homophones and near homophones</p> <p>Year 3: Spelling: Objective 2 - Can spell a range of homophones.</p> |

| | | |
|-------------------------|-------------------|---|
| | 01.12.20 Tue | <p>Speech (Y3) Turning adjectives in adverbs (Y2)</p> <p>Y3 to read the golden rules of speech. They are to then add in the correct punctuation to the speech. Y2 recap the difference between adjectives and adverbs. Children to name the word on the board. Discuss how we can turn adjectives into adverbs. Model how to turn adjectives into adverbs. Children are to turn their adjectives into adverbs. They are to then use them in sentences. Y3 review the work that they have done. Pupils to create questions that they would like to ask Matilda. They are to then create a dialogue between themselves and Matilda answering the questions.</p> <p>Year 2: Vocabulary, Grammar and Punctuation: Objective 10 - Can use suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. Year 3: Vocabulary, Grammar and Punctuation: Objective 18 - Can begin to recognise the use of inverted commas to punctuate direct speech.</p> |
| | 02.12.20 Wed | <p>Expanded noun phrases. Explain the formation of an expanded noun phrase. Give pupils examples to identify the different word types used in an expanded noun phrase. Model creating expanded noun phrases based on pictures. Show pupils poor examples with only 1 adjective. Children to record some in books. Discuss up levelling the adjective 'big' to 'colossal'. Children to then up level poor examples. Model including the comma between adjectives. Children to include examples with more than one adjective and the comma.</p> <p>Year 2: Year 3 revisions: Vocabulary, Grammar and Punctuation: Objective 12 - Can use expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon).</p> |
| | 03.12.20 Thurs | <p>Present perfect and past simple Y3. Using past and present tense. Y2</p> <p>Y3 to locate the examples of present perfect and past simple in their example. Y2 to follow teacher input. Discuss the use of past and present tense. Explain the difference between the two. Children to answer SATs style questions. Y3 to feedback their highlighting. Discuss the difference between the two. Children to explain which examples are correct or incorrect that are displayed on the IWB. Children are to change their sentences from present perfect into past simple.</p> <p>Year 2: Vocabulary, Grammar and Punctuation: Objective 14 - Can demonstrate correct choice and consistent use of present tense and past tense throughout writing. Year 3: Vocabulary, Grammar and Punctuation: Objective 17 - Can use the perfect present form of verbs instead of the simple past, for example: 'He has gone out to play' contrasted with 'He went out to play'.</p> |
| | 04.12.20 Fri | <p><u>EXTENDED WRITING:</u> Character description of Matilda.</p> <p>Year 2: Composition: Objective 23 - Can write for different purposes.</p> <p>Year 3: Composition: Objective 25 - Can produce non-narrative material, using simple organisational devices (for example, headings and sub-headings).</p> |
| Week Three - Writing | 05.12.20 Mon | <p>Plan own version of Matilda in 4 parts using language for humour.</p> <p>Year 2: Composition: Objective 24 - Can plan or say out loud what they are going to write about.</p> <p>Year 3: Composition: Objective 21 - Can discuss and record ideas.</p> |

| | |
|-------------------|--|
| 06.12.20 Tue | <p>1st draft of Matilda (beginning, build up, problem)</p> <p>Year 2: Composition: Objective 23 - Can write for different purposes.</p> <p>Year 3: Composition: Objective 24 - Can create settings, characters and plot in narratives.</p> |
| 07.12.20 Wed | <p>Edit and improve session.</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> |
| 08.12.20 Thurs | <p>2nd draft of Matilda (ending)</p> <p>Year 2: Composition: Objective 23 - Can write for different purposes.</p> <p>Year 3: Composition: Objective 24 - Can create settings, characters and plot in narratives.</p> |
| 09.12.20 Fri | <p>Edit and improve-FINAL DRAFT</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> |