

Year Group: Y2/3 SO wb 24.2.20

Genre: Recount/Report

Text: Recount/Report on our trip to Newcastle Castle

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| Week One – Reading | 24.2.20<br>Mon   | <p>Show children the recount/report on our trip to Newcastle Castle.</p> <p>Discuss the purpose of this text. Children to record this in their books.</p> <p>Discuss the features of a report/recount. Children are to locate these in their books.</p> <p>Year 2 – Reading: Objective 1 – Can identify the main purpose of the texts</p> <p>Objective 10 – Understand that non-fiction texts are structured in different ways.</p> <p>Year 3 – Reading: Objective 1 – Can identify the main purpose of the texts</p> <p>Revision: Objective 10 – Understand that non-fiction texts are structured in different ways.</p>   |
|                    | 25.2.20<br>Tue   | <p>Children to compare a story of Newcastle Castle to the recount/report and answer questions on the similarities and differences between fiction and non-fiction texts.</p> <p>Year 2: Themes and Conventions: Objective 3 Identify similarities and differences between fiction and non-fiction e.g. similarities in plot, topic, about some characters. "This book tells you about the young of all cats but this one tells you about each cat separately, this one has lots of little pictures but this one has more writing."</p> <p>Year 3: Revision of Year 2 Objective 3.</p>   |
|                    | 26.2.20<br>Wed   | <p>Y2 to follow input initially whilst Year 3 are to read through and start annotating their copy with a summary of each paragraph.</p> <p>Y2: To answer comprehension questions based around retrieval using quotations from the text to support your answers.</p> <p>Y3: To summarise the information from each paragraph/section of the recount/report. They will then explain how the structure of the recount/report contributes to meaning.</p> <p>Year 2: Comprehension: Objective 5 - Use evidence including quotations from or references to the text e.g. often retelling or paraphrasing sections of the text rather than using it to support comment.</p> <p>Comprehension: Objective 6 - Recall straightforward information e.g. names of characters, main ingredients etc.</p> <p>Year 3: Comprehension: Objective 8 - Can Identify the main ideas from more than one paragraph.</p> <p>Comprehension: Objective 9 - Can discuss and identify how structure and presentation contribute to meaning.</p> |
|                    | 27.2.20<br>Thurs | <p>Children are to complete a reading assessment.</p> <p>Year 2 are to complete a past SAT paper.</p> <p>Year 3 are to complete an age appropriate reading assessment.</p>  |
|                    | 28.2.20<br>Fri   | <p><u>EXTENDED WRITING:</u> Children are to write a short story based on a dilemma and a solution.</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 – SpG     | 2.3.20<br>Mon    | <p>Adverbials of time (Y3) Suffixes including: -ful -less -ment and -ness (Y2)</p> <p>Y3 are to match the correct adverbial of time to the sentence.</p> <p>Y2 are to follow the teacher input. Discuss the term suffix and explain that it means to go at the end of the word. Give common examples of these endings and ask children to identify errors when these suffixes should not be used and times when they should be. Children are to locate the words</p>  |

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|                 | <p>in the 'Recipe for a teacher' poem that use these suffixes. They are to create a list of any other words that use these suffixes. They are to write their own poem called 'Recipe for a pupil' using words containing these suffixes.</p> <p>Y3 are to follow teacher input. Discuss the importance of using adverbials of time to help the reader understand when something happened. Collect some examples of fronted adverbials of time. Share a list with the children of examples, discuss our favourites and how we can use these in our writing.. They are then to write their own fronted adverbials of time to describe the sequence of events when we visited the castle.</p> <p><b>Year 2: Spelling: Objective 6 - Can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</b></p> <p><b>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).</b></p>   |
| 3.3.20<br>Tue   | <p>Adverbials of place (Y3) Suffixes including: -er -est and -ly (Y2)</p> <p>Y3 to recap fronted adverbials and complete the gap fill.</p> <p>Y2 to follow teacher input. Discuss the term suffix and explain that it means to goes at the end of the word. Give common examples of these endings and ask children to identify errors when these suffixes should not be used and times when they should be. Children to locate the words including -er -est and -ly in the poem. Children to write their own poem including these words.</p> <p>Y3 to follow teacher input. recap their gap fill. Discuss the use of adverbials to show where something occurred. Share and show examples that we like and mag pie ideas. Children to complete the gap fill including the correct adverbial of place, children are to write their own sentences that include adverbials of place.</p> <p><b>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.</b></p> <p><b>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).</b></p> |
| 4.3.20<br>Wed   | <p>Speech Y3 Word classification Y2</p> <p>Y3 to read the golden rules of speech. They are to then add in the correct punctuation to the speech.</p> <p>Y2 follow the teacher input. Discuss the different word classes and show examples where children have to correctly identify the right word choice. Children are to select the correct word classification and record this based on the report. (nouns, verbs, adjectives, adverbs, conjunctions)</p> <p>Y3 review the work that they have done. Children are to create questions to ask each other as reporters about their trip to the castle. They are to record 5 answers and turn these into direct speech.</p> <p><b>Year 2: Vocabulary, Grammar and Punctuation: Objective 19 - Can understand, and is able to use, the terms: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past and present) apostrophe, comma.</b></p> <p><b>Year 3: Vocabulary, Grammar and Punctuation: Objective 18 - Can begin to recognise the use of inverted commas to punctuate direct speech.</b></p>  |
| 5.3.20<br>Thurs | SPAG assessment  |

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| Week Three - Writing | 6.3.20<br>Fri    | <p><u>EXTENDED WRITING:</u> Write an alternative ending to Little Red Riding Hood.</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>  |
|                      | 10.2.20<br>Mon   | <p>Plan own newspaper report of our trip to Newcastle Castle.</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>  |
|                      | 11.2.20<br>Tue   | <p>1<sup>st</sup> draft of newspaper report (introduction, journey, arrival)</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>  |
|                      | 12.2.20<br>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> |
|                      | 13.2.20<br>Thurs | <p>2<sup>nd</sup> draft of newspaper report (activities on the trip)</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>  |
|                      | 14.2.20<br>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>   |

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|  |  | Composition: Objective 28 - Can proof read for spelling and punctuation errors. |
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