

Literacy 3 Weekly Overview Year 2

Narrative - Claude

	Focus of lesson	Check it, beat it, prove it/ grammar games	Power of Reading- Activities	Recording
<p>Day 1</p> <p>Monday</p>	<p>Grammar/ Punctuation</p>	<p>Check it: Past and present tense</p>	<p>Learning Objectives: I am learning to use noun phrases</p> <p>I know what a noun phrase is I can identify noun phrases in writing I can use a noun phrase in a sentence I can improve a sentence using a noun phrase</p> <p>WWQ – How does a noun phrase help to create a clearer picture in your mind?</p> <p>Re-cap on what an adjective is Do some adjective games on the carpet. Children complete worksheet and sentences in their book.</p> <p>HA – Same as LA/MA but then edit and up-level sentences by inserting noun phrases.</p> <p>MA – choose an appropriate np to add into a sentence given. LS – additional carpet time with class teacher before completing work.</p>	<p>Worksheets in books</p>
<p>Day 2</p> <p>Tuesday</p> <p>Read to page 12</p>	<p>Role on the wall</p>		<p>Learning Objectives: I am learning to discuss a character using role on the wall</p> <p>I can discuss the character's personality I can discuss things I know about the character I can use the text support my inferences</p> <p>WWQ – I think Claude seems mischievous Do you agree?</p> <p>Activities: Role on the wall</p> <p>LA – Vocabulary displayed, range of sentence starters to support discussion of a character MA – short carpet input to support broader and more adventurous vocabulary. HA – Sentences as a challenge – how did you infer his personality was like this from what you have read</p>	<p>Role on the wall in books</p>

<p>Day 3 Wednesday</p> <p>Read to page 21</p>		<p>Learning Objectives: I am learning to ask questions about a character to have a better understanding of them. S.C.</p> <p>I can use the text to help support my questions I can use question words (who, what when, where, why, how etc) I can use a question mark</p> <p>WWQ – Tell me what answer do you think Claude would give to the question ...</p> <p>Activities: Questions on the outside of Claude outline. Model to children how to ask question about Claude using the text to support e.g. it says he lives in a city we could then ask what city he lives in.</p> <p>HA - encourage more able children to use a range of sentence starters to obtain the most information.</p>	<p>Children stick a picture of Claude in their book and make a list of questions underneath.</p>
<p>Day 4 Thursday</p>	<p>Plan for long write</p>	<p>Learning Objectives: I am learning to plan for a character description (Claude in the City)</p> <p>I can describe the character's appearance I can describe the character's personality I can list the character's interests I can use a noun phrase</p> <p>WWQ – Name two adjectives could you add to this sentence to improve the description of Claude's appearance?</p> <p>Activities: Discuss what the character looks like. What makes him unique? Model how you look at the character and use the book to write about the character's appearance/ personality. His appearance His personality His likes and dislikes Children to complete the sentence with noun phrase HA – Carpet session to recap on using noun phrases LA – Word mat and images of Claude on table.</p>	<p>Children to complete boxed up plan.</p>
<p>Day 5 Friday</p>	<p>Long write - Character description</p>	<p>Learning Objectives: I am learning to describe a character (Claude)</p> <p>I can describe the character's appearance</p>	<p>Long write written directly into books</p>

			<p>I can describe the character's personality I can describe the character's interests I can use noun phrases</p> <p>Activities: Children to use their plan to write a character description. Teacher to model using whole class plan from day before. Model building on sentences e.g. Claude has a red hat – Claude wears a woollen beret with a tiny white button on top. HA – differentiated sentences starters with challenge MA – sentence starters and word mat LA – Guided group using hold a sentence and build a sentence strategies.</p>	
<p>Day 6 Monday</p> <p>Read to page 41</p>	Grammar/ Punctuation	<p>Check it: Noun phrases</p>	<p>Learning Objectives: I am learning to identify different sentence types (command, question, exclamation and statement) S.C. I know what a statement is I know what a question is I know what a command is I know the punctuation to be used for different sentences I can write different sentence types</p> <p>WWQ – True or false – this sentence is an exclamation.</p> <p>Activities: Discuss what the different sentence types are and when they might be used. Pull out examples from the text. Discuss how the sentence type impacts the meaning.</p> <p>Game – Children to place the punctuation mark at the end of the correct sentence.</p> <p>HA – write a range of different sentence types.</p>	Children to identify the different sentence types.
Tuesday	Role play		<p>I am learning to explore character viewpoints to extend my understanding of the text S.C. I can discuss what the character is thinking I can use an illustration to infer I can role-play from the character's perspective I can perform my role-play to a small group</p> <p>WWQ – If you were Claude what would you say at this point in the story?</p> <p>Explore the illustration on pages 40 and 41. What do the children think is happening here? Who are these new characters? How</p>	

			<p>could we describe the lady in the mask if we wanted to tell others about her? Freeze frame the scene in groups of 4 with children on the role of Claude, the masked lady and the two guards. Use thought tracking to elicit from the children what they think their character is thinking or saying at this moment.</p> <p>LA – sentence starters to support oracy. MA- mixed ability partners and groups so all children are supported in drama. HA – Challenge vocabulary to incorporate</p>	
Wed			<p>Learning Objectives: I am learning to write a wanted poster S.C. I can include a headline I can describe the character I can draw the character I can include summary of events</p> <p>WWQ – Shock Robbery in the City! This is a catchy headline. Would you agree?</p> <p>Activities: Children to make a wanted poster for the robber in the museum.</p> <p>Finish the lesson by reading to page 44</p> <p>HA – Write a short summary of the robbery and a description of the robber. MA – Label the appearance of the robber and include an effective headline. LA – guided group and visual cues to support writing a headline.</p>	Copy page 16 from the text for children to stick in their books. Children to make annotations around the setting.
Thursday	Plan		<p>Learning Objectives: I am learning to plan a newspaper article (on the museum robbery) S.C. I can include a headline I can describe the character I can organise a series of events I can include vocabulary from the text I can act out my story map with a small group</p>	Children to complete a story map plan

			<p>WWQ – name three key events that we should include in our story map.</p> <p>Activities: Story map in books HA – time connectives, adjectives, setting description., vocab from the text MA – storymap to be organized in the correct order. Appearance descriptive words used in annotations</p>	
Friday	Newspaper article		<p>Learning Objectives: I am learning to write a newspaper article (on the museum robbery) S.C. I can include a headline I can describe the character I can organise a series of events I can use different sentence types I can include vocabulary from the text</p> <p>Activities: Re-cap on planning from yesterday. Watch teacher as they use their plan to write an alternative ending. Use the marking key to model checking that I have included everything. Model making corrections with a green pen.</p> <p>LA – guided group and build a sentence at the table. HA – Carpt session on sentence types and vocab from the text</p>	<p>Long write written directly into books</p> <p>(Publish in handwriting slot)</p>
Monday	SPAG	<p>Check it – Sentence types</p>	<p>Learning Objectives: I am learning to form nouns using suffixes using –ness and –er SC: I can make new words by adding ness I can make new words by adding er I can apply spelling rules to these words I can use these words in the correct context WWQ – Look at these words – can you spot any similarities about them?</p> <p>Activities: Carpet activities to introduce new grammar Partner activities for spelling rules Worksheet</p>	<p>Worksheet in books</p> <p>Ext – children use the ness and er words in the correct context.</p>

			<p>HA – Create sentences to use these words in the correct context.</p> <p>LA – Visual prompt of the spelling rules on tables.</p>	
Tuesday			<p>Learning Objectives: I am learning to discuss a text (Claude in the city) S.C. I can discuss what I liked I can discuss what I didn't like I can support my answer using vocabulary from the text I can make links to other books I have read</p> <p>WWQ – This book reminds me of Traction Man. Can you guess why?</p> <p>Activities: Children learn what an expanded noun phrase is on carpet. Children play games to identify what makes an expanded noun phrase. Choose two adjectives to describe a noun. In which order do the words sounds most effective?</p>	Children complete sentences in books under picture prompt.
Wednesday	Role Play – act out a story	Check it -	<p>Learning Objectives: I am learning to retell the story through drama S.C. I can talk in role as a character I can infer to support my role play I can perform my role play to a small audience</p> <p>WWQ – If you were the robber what might you say at this point?</p> <p>Activities: Each table recreates a key scene from the story. Each scene is performed to the rest of the class. Oral feedback is given to each group</p>	Role play
Thursday	Story map plan		<p>Learning objectives:</p> <p>I am learning to plan a retell (of Claude in the City)</p> <p>SC:</p>	Story map

		<p>I can sequence key events</p> <p>I can include vocabulary to describe</p> <p>I can use time connectives</p> <p>I can orally rehearse my retell with my partner</p> <p>Activities:</p> <p>Children to discuss the characters they have already created and think back to their alternative ending. Complete a class plan example using children's ideas</p> <p>Children create an individual plan in books.</p>	
Friday	Long write - retell	<p>Learning objectives:</p> <p>LO: I am learning to retell the story (of Claude in the City)</p> <p>SC: I can include a beginning, middle and end</p> <p>I can describe the setting</p> <p>I can write in the third person</p> <p>I can sequence the key events</p> <p>I can proofread and edit my work</p> <p>Activities:</p> <p>Shared writing with teacher</p> <p>Long write in books</p>	Long write into books

Monday	Grammar	Check it - ness and er	<p>I am learning to use co-ordination (or , and, but)</p> <p>I know what co-ordination is</p> <p>I can identify co-ordination in writing</p> <p>I can use co-ordination to join clauses</p> <p>I can write my own sentences using co-ordination</p>	Differentiated sheets in books
Tuesday	Redraft		I am learning to redraft	
Wednesday	Role Play		<p>I am learning to act out an adventure story (a day in the city of London with Claude)</p> <p>I can discuss key London landmarks</p> <p>I can take on the character of Claude</p> <p>I can identify a problem and suggest a solution</p> <p>Activities:</p> <p>Children visit landmarks around the classroom. Work together to come up with a solution to the problem.</p> <p>Have pre-made vocab cards from each landmark</p>	Role play in groups
Thursday	Plan for an adventure story		<p>I am learning to plan to write my own adventure narrative</p> <p>I can order the events from my role play</p> <p>I can label what was happening in the picture</p>	

			I can use ambitious vocabulary from my role play	
Friday	Plan for an adventure story		I am learning to write my own adventure narrative (Claude in London) I can use my plan to support my writing I can include beginning, a middle and end I can use ambitious vocabulary from my role play	