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Writing: Year 2 – Summer 2 Week 5

	Day 1 Activity **Conjunction activity**	Day 2 Activity **PLAN a response text**	Day 3 Activity **WRITE a response text**	Day 4 Activity **PLAN a NEW response text**	Day 5 Activity **WRITE a NEW response text**
Writing	*Today you are going to practice using different conjunctions correctly in sentences.* **A conjunction –** is a word that joins two clauses (or sentences) together. There are two types of conjunctions… Coordinating (**and, but, or)** and… subordinating (**when, that, if, because).** Watch this Then, complete the worksheet below (resource 1A).	*This week you will write response texts. Response texts include:* • *book reviews,* • *film reviews,* • *art reviews,* • *restaurant reviews, etc.* Choose a **book** or a **film** that you've enjoyed recently. Use the planning template (resource 2A) to help you **plan** your response text. **Remember to:** • Fill in the gaps using the examples and pictures to help you for ideas. • Use your phonics knowledge to sound out tricky words. • Re-read your plan to an adult	*Today, **write** a response text about the film or book that you planned yesterday.* **Remember to:** • Write in the first person (I think…) • Use capital letters for names of people, places and titles. • Use conjunctions (see Monday's plan) **Challenge:** use a range of sentence types and sentence starters to hook your reader.	***Plan** a response text about something **different** that you've enjoyed recently.* **Some ideas include:** • Book or film review • Art review (a painting, a picture or a photo) • Restaurant review • Poetry review • Non-fiction book review Use the planning template (resource 2A) to help you plan response text. **Use the same 'remember to' list from Tuesday.**	*Write the response text that you planned yesterday.* **Use the same 'remember to' list as Wednesday.** When you've finished edit and revise your response texts. **When revising:** 1. Check it makes sense – read it out loud to an adult. **When editing:** 2. Check capital letters are used at the start of sentences and full stops at the end. 3. Correct 3 spellings mistakes. **Challenge: evaluate your work:** Using the rubric below you can evaluate how successful the response texts you have written this week are (resource 5A).
Resources	Resource 1A Conjunctions video	Resource 2A	Resource 3A Conjunctions video	Resource 2A	Resource 3A Resource 5A

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Reading: Year 2 – Summer 2 **Week 5**

			Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	Whole class		The boy, the mole, the fox and the horse	How to be a lion	Blubbering Bertha – part 1	Blubbering Bertha – part 2 Blubbering Bertha – part 3	Goldilocks and the three bears
	Independent	*	Rocky and Daisy	Rocky and Daisy	Rocky and Daisy	Weaving Wonders	Weaving Wonders
		**	Superhero Harry	Superhero Harry	Superhero Harry	Johnny Appleseed	Johnny Appleseed
		***	Dirty Berty	Dirty Berty	Dirty Berty	Dirty Berty	Dirty Berty

Spelling	Practice these homophones this week**: whole, hole, wood, would, your, you're.**

Challenge: Practice some spellings from the list below. Use the ways from school that help you remember best.

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Resource 1A: Conjunctions worksheet

Fill in the missing gaps to make the sentences make sense.

Use coordinating conjunctions: and, but, or, so

Emma is sad _____ I am happy.

I love fish _____ you love chips.
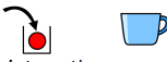
We can go to the park _____ we can stay home.

Lunch is ready _____ I am not hungry.

Use subordinating conjunctions: because, when, if,

Tom is tired_____ he did not sleep.

I am out of breath _____ I keep fit.

You can have a break _____ you finish your work.

Pour the water into the cup _____ the kettle has boiled.

Get an adult to read this to you and join the sentences:

My dad is called Jim	but snails are very slow.
Lions are very fast	because it's about exciting adventures.
When I have a break	or you can have an apple.
You can have a banana	and my mum is called Sue.
If you don't do your work	I like to relax on the sofa.
My favourite book is Harry Potter	you won't get to go to the park.

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Resource 2A: Example planning template for a book or a film review

Title of book/film:	
Subheading 1:	Introduction
Details: Who is the author/director? One sentence to say if you enjoyed it or not.	The author/director of the _____ is _____. I really enjoyed/did not enjoy this book/film because it was_____. Eg, scary, funny, boring…
Subheading 2:	Setting
Details: Where was it set? Describe what the setting looked like? Describe something you liked about the setting and explain why?	It was set_____. Eg, in a deep, dark forest. In the story, there was_____. Eg, twisted, talking trees and a small path. I like the _____ because_____.
Subheading 3:	Characters
Details: Who are the main characters? Describe them. Who was your favourite character? Explain why.	The main characters are_____. Circle the words that best describe them brave shy funny What do they look like? tall short curly straight colour? confident naughty excitable hair lips eyes They have_____. My favourite character was_____ because_____ _____.
Subheading 4:	Recommendation
Details: Describe who do you think would enjoy this book. Why? How many stars would you give this book? Colour them in.	I would recommend this book to_____ because_____ _____. ☆ ☆ ☆ ☆ ☆

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Get an adult to read this review to you

Where the Wild Things are

WHERE THE WILD THINGS ARE

STORY AND PICTURES BY MAURICE SENDAK

Where The Wild Things Are was written by Maurice Sendak. It is an exciting adventure into a fantasy land. I enjoyed this book because it I like the different type of creatures.
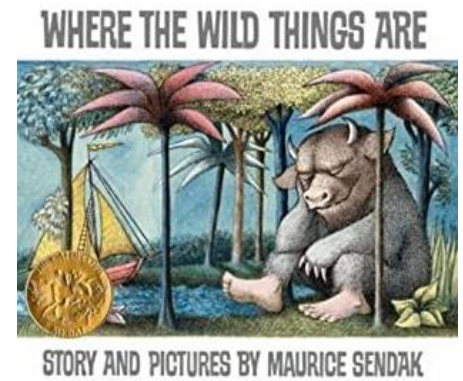
Setting
The story begins in Max's bedroom but it soon becomes the land of the Wild Things. It is a huge rainforest with towering, multi coloured trees and crashing waves.

Characters
Max is confident and mischievous character with an amazing imagination. He goes on an adventure to a fantasy land and becomes 'King of the Wild Things'. Do you want to know what the Wild Things are? Well, the Wild Things are huge imaginary monsters. How incredible they are! Although they look scary to start with, they soon think that Max is their king and throw a big 'rumpus' for him to show they are fun loving creatures too!

Recommendations
I would recommend this book to children in year 1 and 2 who want to use their imaginations and go on an exciting adventure. Where the Wild Things are has detailed illustrations and I really liked the way the author drew the Wild Things. They look scary but also friendly. How creative! I think the author could have written more pages and described Max's journey in even more detail so that's why I've chosen to give it 4 stars.

★★★★

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Resource 4A: response text rubric

You can evaluate how successful your response texts are by assessing them against the criteria outlined in the rubric below. You are aiming for **2 or 3** stars for each section!

	⭐	⭐⭐	⭐⭐⭐
Layout	No title or subheadings	Either a title or some subheadings	A title and clear subheadings Make sure you underline them!
Introduction	Tells you what the **_book_** is about	Tells you who the author is and what the **_book_** is about	Tells you who the **_author_** is, what the **_book_** is about and briefly **why** you like/dislike it.
Setting	Tells you the setting in one sentence	Uses a couplet (2 sentences joined with a conjunction) to describe the setting	Add more detail: • Facts/description • Thinking/Feeling • Explain Why
Characters	Tells you the setting in one sentence for each character	Uses a couplet to describe the setting for each character	Add more detail: • Facts/description • Thinking/Feeling • Explain Why
Recommendation	Tells you who it is recommended to	Tells you who it is recommended to and why	Tells you who it is recommended to and why with 2 or more details

Challenge:

Have you used coordinating conjunctions to join to ideas (clauses) together?

Have you used subordinating conjunctions to include additional details?
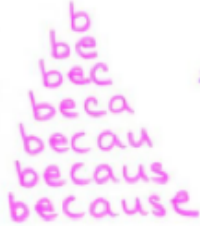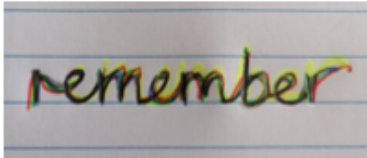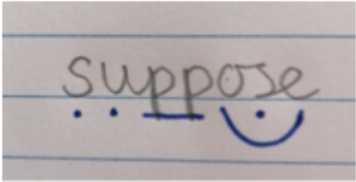
Spellings: Words to Learn

Year 1 Words to learn

ask	full	little	people	today	**Monday**		zero	
asked	here	looked	pull	want	**Tuesday**		one	eleven
called	house	love	push	were	**Wednesday**		two	twelve
come	I'll	Mr	put	what	**Thursday**		three	thirteen
does	I'm	Mrs	says	when	**Friday**		four	fourteen
eye(s)	it's	once	school	where	**Saturday**		five	fifteen
friend		our	some	who	**Sunday**		six	sixteen
			their	why			seven	seventeen
			there	your			eight	eighteen
			these				nine	nineteen
							ten	twenty

Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

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Spelling Strategies

Pyramid Writing	Rainbow writing	Create a mnemonic
b be bec beca becau becaus because	Write the word over and over again using different colours. remember	rhythm Rhythm Helps Your Two Hips Move.
Sound Buttons suppose **Note, this may not work for words you cannot 'sound out'	**Underline the tricky part** sep<u>a</u>rate lib<u>r</u>ary n<u>augh</u>ty	**Look, Say, Cover, Write, Check** **Look** at the word **Say** it out loud **Cover** it up **Write** it **Check** whether it is spelt correctly