

YEAR: 2
Narrative Unit: Stories by the same author – Emily Gravett

Support for Writing

Talk for Writing

TEXT TYPES

Read selection of books by Emily Gravett – visit website to learn about her.
 Unit focus - *Meerkat Mail – Emily Gravett*

STEPS IN LEARNING

Strand 9 Step 2 – In Guided writing, focus on selecting and choosing words / phrases to describe accurately.
Strand 10 Step 1 – Independently, children use a support structure, such as a writing frame, to help them plan.
Strand 11 Step 3 – Children are planning and writing their own sustained texts, with success criteria that reflect prior learning and writing targets

PUPIL READING TARGETS

AF2 - Recall straightforward facts from a text
 AF3 – Deduce or infer about characters from their behaviour / actions
 AF6 – Express and justify likes and dislikes about texts read (NB: AF1 ongoing with all pupils)

PUPIL WRITING TARGETS

AF5:
 Variation in sentence openings;
 Use of connectives to link ideas.
 AF6:
 Use of capital letters and full stops to demarcate simple sentences;
 Capital letters for proper nouns
 Begin to use exclamation marks and question marks.
 AF7: Select appropriate and effective vocabulary (NB: Handwriting target ongoing)

LEARNING ENVIRONMENT

Sunny's Diary ongoing throughout the year
 Books about deserts
 Posters / photos of deserts, meerkats and other desert animals.
 Sand tray in corridor???

EXPERIENCE

Visit from 'animal man' – see meerkats and other desert animals
 Aeroplane departure in hall (children to bring suitcases)
 DVD - Meerkat Manor (BBC)

CROSS CURRICULAR OPPORTUNITIES

Geography – the world (adapt Barnaby Bear unit), locate Africa – learn about the country
 Art – African art (masks??)
 Science – keeping things cool (link to changing materials unit)

PHASE 1

Learning Objectives (WALT)

- 1. Speaking**
Tell real and imagined stories using the conventions of familiar story language.
- 2. Listening and Responding**
Listen to others in class, ask relevant questions and follow instructions.
- 7. Understanding and Interpreting texts**
Give some reasons why things happen or characters change.
- 8. Engaging with and responding to texts**
Engage with books through exploring and enacting interpretations.
Explain their reactions to texts, commenting on important aspects.

Learning Outcomes (WILF)

To identify similarities in books written by the same author
 To express ideas about a character using evidence from the text to justify opinion

Assessment Focus

- AF2 - Recall straightforward facts from a text
- AF3 – Deduce or infer about characters from their behaviour / actions
- AF6 – Express and justify likes and dislikes about texts read

PHASE 2

Learning Objectives (WALT)

- 4. Drama**
Adopt appropriate roles in small / large groups and consider alt. courses of action
- 9. Creating and Shaping Texts**
Sustain form in narrative, including use of person and time
Make adventurous word and language choices, appropriate to purpose of text
- 11. Sentence Structure and Punctuation**
Write simple and compound sentences
Compose sentences using tense consistently

Learning Outcomes (WILF)

To write a short piece of descriptive writing, developing use of adjectives to add interest to text.

Assessment Focus

- AF7 – Select appropriate and effective vocabulary
- AF6 – Demarcate sentences accurately with capital letters and full stops

PHASE 3

Learning Objectives (WALT)

- 9. Creating and Shaping texts**
Sustain form in narrative and non-narrative, including person and time
Make adventurous word and language choices appropriate to purpose of text
- 10. Text structure and Organisation**
Use planning to establish clear sections for writing
Use appropriate language to make sections hang together
- 11. Sentence Structure and Punctuation**
Use capital letters and full stops when punctuating simple sentences (Y1)
Compose sentences using tense consistently
Write simple and compound sentences

Learning Outcomes (WILF)

To write a new postcard from Sunny, describing the new setting he has visited.
 To make adventurous word choices to make writing engaging and interesting for the reader

Assessment Focus

- AF7 – Select appropriate and effective vocabulary
- AF6 – Demarcate sentences accurately with capital letters and full stops
- AF5 – Use different words to begin sentences

BOOK TALK

Step 1: Eliciting Response
 "Tell me what you thought /felt about ..."
 "What came into your mind when you saw..." Have you come across anything like this before?"
Step 2: Extending Response
 "Tell me more about..."
 "What led you to think that?"
 "Can you explain that idea further?"
Step 3: Encouraging Critique
 "Do you agree?"

WRITER TALK

Teacher articulate the language choices being made during shared writing – encourage children to articulate and verbalise their choices.
 Reflect upon impact writing has on audience
 Identify and discuss writers use of play with language to reflect Sunny's mood and location.

DRAMA

Children in role as Sunny as he visits different locations.
 Conscience Alley – to reflect changes in Sunny's mood as story progresses

WORD / LANGUAGE GAMES

Tell me about
 Paining the Picture
 Countdown

STORY TELLING (IMITATE)

Teacher demonstrate oral story telling, children join in.
 Children create story maps to support retelling (Monkey and Me, Meerkat Mail)

STORY MAKING (INNOVATE)

Children re-tell the story.
 Children re-tell the story, changing the setting.
 Create story map (in groups) of alternative journey for Sunny

SPELLING / PHONICS

Work in ability groups linked t Letters and Sounds
 AA – Phase 5
 A – Phase 5 (start)
 BA – Phase 3/4

Unit Outcome: Children plan and write a postcard from Sunny from an alternative location to those used in the book