

The Lighthouse Keeper's Lunch : English : Year 2

| | Learning Objective | Overview | Assessment Questions | Resources |
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| Lesson 1 | To put the main events of a story in chronological order. | Children will use the front cover of the book 'The Lighthouse Keeper's Lunch' to make predictions about the story. After reading the book, children will practise putting events from the story in chronological order. They will then order sets of cards to show the sequence of main events that happened in the story. | <ul style="list-style-type: none"> • Can the children make a prediction about what will happen using evidence in a picture? • Can the children say what happens before and after a given event in a story? • Can the children put events from a story in chronological order? | <ul style="list-style-type: none"> • Slides • The Lighthouse Keeper's Lunch by Ronda and David Armitage (not included) • Worksheets 1A/1B/1C/1D/1E • Comic strip frame on Worksheet 1F and colouring pencils (FSD? activity only) |
| Lesson 2 | To understand how to use commas in a list correctly. | After a quiz to recap on the main events of the story, children learn how to use commas to list the items in Mr Grinling's lunch. They use sentence cards to write sentences with commas in a list. At the end of the lesson, children must 'spot the mistake' in sentences which make incorrect use of commas in a list. | <ul style="list-style-type: none"> • Can the children use commas in a list correctly? • Can the children spot where commas have been used incorrectly in a list? • Can the children remember to use 'and' between the last two items in the list? | <ul style="list-style-type: none"> • Slides • Worksheets 2A/2B/2C • Dry-wipe boards and pens or scrap paper • Worksheet 2D (FSD? activity only) |
| Lesson 3 | To understand the key features of instruction texts. | Children will analyse a recipe from Mrs Grinling's cookery book to identify its key features and how they help the reader. For the main activity, children will read a similar text and will label it to show the key features. At the end of the lesson, children will see if they can identify the 'commands' from a set of various sentence types. | <ul style="list-style-type: none"> • Can the children name some uses of instruction texts? • Can the children identify the key features of a quality set of instructions? • Can the children identify commands? | <ul style="list-style-type: none"> • Slides • Worksheets 3A/3B/3C • Labels Sheet • Real-life examples of instruction texts (optional) • Worksheets 3D and 3E (FSD? activity only) |
| Lesson 4 | To understand the key language features of instructions. | Children will look for examples of time adverbials and imperative verbs in a model text and will then rehearse a cookery programme live from Mrs Grinling's kitchen! At the end of the lesson, they will perform their cookery programme to the class, who will listen out for use of time adverbials and a range of imperative verbs. | <ul style="list-style-type: none"> • Can the children identify the key features of instruction texts in a model example? • Can the children use a range of time adverbials in their oral instructions? • Can the children use a range of imperative verbs in their oral instructions? | <ul style="list-style-type: none"> • Slides • Recipe sheet • Word banks • Dry-wipe boards and pens (optional) • Worksheet 4A (FSD? activity only) |
| Lesson 5 | To plan a set of instructions with key features. | Children will think about the ingredients they could put in a 'disgusting sandwich' to help keep the seagulls away from Mr Grinling's lunch. They will use a planning frame to design their disgusting sandwich and then plan out the time adverbials and imperative verbs they will use. | <ul style="list-style-type: none"> • Can the children suggest how to improve a set of instructions? • Can the children plan a range of time adverbials and imperative verbs for instructions? • Can the children use the key language features of instructions in their oral instructions? | <ul style="list-style-type: none"> • Slides • Worksheet 5A • Sandwich Design Sheets A/B. • Word Banks A/B • Ideas Page • Flipchart and pen (optional) |
| Lesson 6 | To write a set of instructions with key features. | As a shared writing activity, children will write their introduction. They will then use their planning work from Lesson 5 to write a recipe for their disgusting sandwich design. At the end of the lesson, children will evaluate each other's instructions against the success criteria. | <ul style="list-style-type: none"> • Can the children write an introduction that begins with a question? • Can the children write a set of instructions with key features? • Can the children identify and explain what makes a good set of instructions? | <ul style="list-style-type: none"> • Slides • Children's planning sheets from previous lesson • Writing Frames 6A/6B/6C • Dry-wipe boards and pens (optional) • Laptops / Computers (FSD? activity only) |

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| Reading - word reading | |
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| <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes | <ul style="list-style-type: none"> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading |
| Reading - comprehension | |
| <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves |
| Writing - transcription HANDWRITING | Writing - spelling, punctuation and grammar |
| <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters | <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing |
| Writing - transcription SPELLING | English Appendix 2 |
| <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | <p>WORD</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs |
| Writing - composition | <p>SENTENCE</p> <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p>TEXT</p> <ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] |
| <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear | <p>PUNCTUATION</p> <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] <p>TERMINOLOGY FOR PUPILS</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> |