

'Twas the Night Before Christmas : English : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To answer comprehension questions on a narrative poem.	The class will be introduced to the classic narrative poem "Twas the Night Before Christmas" by Clement Clarke Moore. They will read and discuss parts of the poem including some of the tricky language. They will then be challenged to answer some comprehension questions on selected sections of the poem.	<ul style="list-style-type: none"> • Are children able to express views about a poem they have listened to? • Can children answer comprehension questions about a narrative poem? • Are children able to take part in discussions about a poem they have been read? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Stanza Cards 1A (FSD? activity only) • Picture Cards 1A (FSD? activity only)
Lesson 2	To perform a narrative poem as a class.	Children give advice to a struggling poetry performer on how to improve their performance. They record their advice and then try to follow it themselves as they practise and perform the classic narrative poem as a class.	<ul style="list-style-type: none"> • Can children give advice to others on how to improve a poetry performance? • Are children able to perform a line(s) from a poem? • Can children perform a line(s) of poetry from memory? 	<ul style="list-style-type: none"> • Slides • Single Poem Slips 2A • Poem Slips 2A
Lesson 3	To investigate rhyme in a poem.	Presented with the poem in sections, the children investigate the pattern of rhyming couplets. They practise finding rhyming words before completing some rhyming couplets independently.	<ul style="list-style-type: none"> • Can children find patterns in a known poem? • Are children able to make suggestions for rhyming words? • Can children identify words that rhyme in a rhyming couplet? 	<ul style="list-style-type: none"> • Slides • Poem Sheet 3A • Felt tips/highlighters • Worksheet 3A/3B/3C • Poem Lines 3A (FSD? Activity only)
Lesson 4	To find patterns of syllables in a poem.	Children will investigate what a syllable is and finding them in different words. They will count the syllables in words from the poem and extend this into finding the total number of syllables in a whole line. This leads on to the children investigating the pattern of syllables in the lines and stanzas of the poem.	<ul style="list-style-type: none"> • Can children identify the number of syllables in one/two-syllable words? • Are children able to find the total number of syllables in a line from a poem? • Can children describe patterns or details they notice about syllables in a poem? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B • Stanza Cards 4A • Poem Slip 4A (FSD? activity only) • Group Labels (FSD? activity only)
Lesson 5	To identify and write noun phrases.	Children will be challenged to describe what a noun is and identify different nouns in the poem. They will then look for nouns with connected adjectives which make noun phrases and continue to think of examples for these. Independently, the children can use the supporting resources to write their own Christmas-themed noun phrases.	<ul style="list-style-type: none"> • Can children identify nouns in a piece of text? • Are children able to select a suitable adjective to create noun phrases? • Can children identify a noun phrase in a sentence? 	<ul style="list-style-type: none"> • Slides • Poem Sheet 5A • Noun Cards • Adjective Cards • Illustration Cards 5A • Worksheet 5A/5B (FSD? Activity only) • Poem Sheet 5B (FSD? Activity only)
Lesson 6	To learn to use similes to describe.	Children are introduced to the ideas of using similes to describe and compare nouns. They identify similes used in the poem and begin to construct their own using the scaffolded examples during the input. Independently, the children write their own similes into a list poem describing St. Nicholas' appearance.	<ul style="list-style-type: none"> • Can children describe what a simile is? • Are children able to identify similes in a poem? • Can children write their own simile to describe a noun? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C • Illustration Cards 6A • Worksheet 6D (FSD? Activity only)
Lesson 7	To write a poem in the style of Moore's poem.	Children will take inspiration from the poem they have been studying and write their own rhyming poems titled "Twas the Night After Christmas". They will work together to create a group, paired or class poem with a repeating line.	<ul style="list-style-type: none"> • Can children identify the rhyming scheme in a poem? • Are children able to mimic a rhyming scheme in their own poem? • Are children able to write their own themed poem about Christmas? 	<ul style="list-style-type: none"> • Slides • Large paper • Worksheet 7A/7B • Rhyming Word Cards 7A

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Reading - word reading	
<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 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] <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</p> <p>adjective, adverb, verb tense (past, present) apostrophe, comma</p>
<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 	