

Great Fire of London | Newspaper Reports : English : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to punctuate sentences correctly using capital letters and full stops.	After asking children what they already know about the Great Fire of London, they will look at some sentences with facts about the Great Fire that are missing capital letters and full stops. They are challenged to put them in correctly, including for proper nouns.	<ul style="list-style-type: none"> Can children identify missing full stops in sentences? Can children identify missing capital letters for the beginnings of sentences? Can children identify missing capital letters for proper nouns? 	Slides Worksheet 1A/1B/1C Sentence Cards (FSD? activity only) Label Cards (FSD? activity only)
Lesson 2	To be able to order events chronologically.	Children will consider what a newspaper report is and what the purpose of a newspaper report is. They will then order the events of the Great Fire of London chronologically in order to see if they can find out the 5Ws (who, what, when, where, why/how) to help inform their own newspaper reports.	<ul style="list-style-type: none"> Do children know what the purpose of a newspaper report is? Can children order events chronologically? Can children use reading comprehension to find the 5Ws? 	Slides Timeline Cards 2A/2B/2C Timeline Sheet Worksheet 2A/2B/2C Great Fire Storybook (FSD? activity only)
Lesson 3	To be able to identify the features and language of a newspaper report.	Children will explore a model text of a newspaper report about Guy Fawkes and the Gunpowder Plot. They will look at the features of newspaper reports, such as headline, picture, caption, etc. During their independent learning tasks, they can then organise sections into a sensible order to complete newspaper reports about familiar events. Alternatively, they can come up with headline ideas for familiar stories.	<ul style="list-style-type: none"> Do children know what the basic features of a newspaper article are? Can children explain the purpose of different newspaper features? Can children identify the 5Ws in a newspaper article? 	Slides Model Text 3A (teaching input) Model Text 3B Newspaper Pack 1A/1B Blank Newspaper Report Question Card Worksheet 3A (FSD? activity only) Headline Challenges (FSD? activity only)
Lesson 4	To be able to plan a newspaper report.	Children will recap what the 5Ws are and establish what these are in relation to the Great Fire of London. They will then discuss why planning a report is important before writing. They will then complete a plan about a newspaper report on the Great Fire of London, choosing a particular focus for their story. There is also the chance to orally describe their plan to a partner.	<ul style="list-style-type: none"> Can children identify the features of a newspaper report? Can children plan a newspaper report to include particular information? Can children orally explain what their newspaper report will say? 	Slides Worksheet 4A/4B/4C Planning Card 4A/4B/4C/4D Great Fire Timeline 5Ws Cards (FSD? activity only)
Lesson 5	To be able to write a newspaper report on the Great Fire of London.	Children will follow their plans to write a newspaper article about the Great Fire of London. They will discuss and consider what they need to think about when writing their report beforehand, including standard newspaper features, language features and punctuation. They will then work independently to write their report. In the plenary, they can read their reports aloud for class evaluation.	<ul style="list-style-type: none"> Can children follow a plan to write a newspaper report? Can children include appropriate newspaper features and language in their report? Can children write grammatically correct sentences that include full stops and capital letters? 	Slides Plans from lesson 4 Worksheet 5A/5B/5C Checklist 5A/5B Example Newspaper Report Plans (FSD? activity only)

Great Fire of London | Newspaper Reports : English : Year 2



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 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 	

The Great Fire of London | Diary Entries : English : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand the importance of diaries when finding out about the past.	After recapping their knowledge of The Great Fire of London so far, children will think about how we know about The Great Fire of London and how we find out about the past. Children will be introduced to Samuel Pepys and will be challenged to recall the events of the fire according to his account.	<ul style="list-style-type: none"> Can children explain what a diary is? Are children able to say why diaries are important in historic events? Can children draw out information from a text? 	<ul style="list-style-type: none"> Slides Pepys' Diary 1A/1B/1C Worksheet 1A/1B/1C Diary Entries 1A/1B/1C/1D/1E (FSD? activity only)
Lesson 2	To identify the features of a diary.	Following on from the previous lesson, children will look closely at the features of a diary, including the use of personal pronouns and past tense verbs. Children will then independently identify the features of a diary.	<ul style="list-style-type: none"> Can children list some of the features of a diary? Can children identify features of a diary? Are children able to say why diaries are important to people who write them? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Muddled Diary Entry (FSD? Activity only) Challenge Card (FSD? Activity only)
Lesson 3	To learn how to use our senses to describe our surroundings.	In this lesson, children will be transported back in time to 1666. They will use their senses to imagine what life might have been like in 17th century London. As an alternative activity, children will use their senses to experience the Great Fire of London.	<ul style="list-style-type: none"> Can children name the five senses? Are children able to imagine what it would have been like in 1666? Can children write descriptive sentences using their senses? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Senses Word Mat Senses Worksheet (FSD? Activity only) Picture Cards (FSD? Activity only) Audio Files 3A/3B/3C (FSD? Activity only) Fire Safety Poster
Lesson 4	To plan a diary entry.	After briefly reminding children about the features of a diary, children will then imagine they have lived through the first day of the Great Fire of London, sitting down to write their diary before bed. Children will plan their diary considering questions such as 'how did you find out about the fire?' and 'how did you feel?'.	<ul style="list-style-type: none"> Are children able to talk through their ideas before writing them down? Can children use the features of a diary? Are children able to imagine what it would have been like in 1666? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Senses Word Mat Feelings Word Mat Character Cards (FSD? Activity only)
Lesson 5	To write a diary entry.	In this final lesson, children will participate in a shared write, modelling the features of a diary and writing as if they were there during the fire in 1666. After, children will independently write their own diary, using their plans from the previous lesson to help them.	<ul style="list-style-type: none"> Can children include features of a diary in their writing? Can children write in the past tense? Are children able to use personal pronouns? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Diary Checklist 5A/5B/5C Plans from Lesson 4 (FSD? Activity only) Character Cards Lesson 4 (FSD? Activity only)

The Great Fire of London | Diary Entries : English : Year 2



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
<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

Writing - spelling, punctuation and grammar
<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
<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

English Appendix 2	
WORD <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
<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

SENTENCE <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 	TEXT <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]
PUNCTUATION <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] 	TERMINOLOGY FOR PUPILS noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Vlad and the Great Fire of London : English : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To read and orally retell the story of 'Vlad and the Great Fire of London' by Kate Cunningham.	This initial lesson allows your class to get to know the characters and events in the story of 'Vlad and the Great Fire of London' by Kate Cunningham. They are challenged to retell the story orally using actions and adverbials of time to remember and order the events.	<ul style="list-style-type: none"> Can children recall key facts about a story's events? Can children recall key facts about a story's characters? Can children participate in an oral retelling of a story using actions and time adverbials to prompt them? 	<ul style="list-style-type: none"> Slides Copy of 'Vlad and the Great Fire of London' by Kate Cunningham Story Page 1A/1B Story Cards 1A Time Adverbials 1A Cameras (FSD? activity only)
Lesson 2	To sequence the events of the story 'Vlad and the Great Fire of London' by Kate Cunningham.	This lesson leads on from the previous lesson by testing the children's memory and challenging them to sequence events in the story. The children will be asked which events came first and think about events in the beginning, middle and end of the story.	<ul style="list-style-type: none"> Can children recall key information from a story? Are children able to say if an event came before or after another in the story? Can children sequence the events of a story? 	<ul style="list-style-type: none"> Slides Story Cards 2A/2B/2C Worksheet 2A/2B Large paper (FSD? activity only)
Lesson 3	To infer information about characters in a story.	During this lesson children will use inference to find out more information about the characters. They will use the text and the pictures to infer meaning, thinking about what information is being shared directly and what information is being inferred. They will then answer questions about the characters using inference.	<ul style="list-style-type: none"> Can children describe what it means to infer information from a text? Are children able to practise simple retrieval of information from a text or image? Can children infer information from a text or image? 	<ul style="list-style-type: none"> Slides Teacher Notes 3A Question Cards 3A/3B Worksheet 3A (FSD? activity only) Question Card 3C (FSD? activity only) Reading Question Matrix (FSD? activity only) Coloured pens (FSD? activity only)
Lesson 4	To research information about Samuel Pepys.	Children are given the opportunity to use different research skills as they use non-fiction books to find information about Samuel Pepys. They will discuss different organisational features that can help them find the information they need as they answer questions about Pepys or create a basic fact file about him.	<ul style="list-style-type: none"> Can children identify where they can research information from? Can children describe how contents and index pages can be used? Are children able to retrieve key information to answer questions? 	<ul style="list-style-type: none"> Slides Range of age-appropriate non-fiction books on GFoL and Samuel Pepys Fact Sheet 4A Question Cards 4A/4B Worksheet 4A (FSD? activity only)
Lesson 5	To predict what they think will happen after the end of the story.	This final lesson focuses on what might happen after the end of the story. The slides provide information about what happened after the real fire was extinguished and challenges the children to use what they know about the story to make predictions about what happens next. They are also challenged to think about the likelihood of different predictions.	<ul style="list-style-type: none"> Can the children use what they know from the story to predict what might happen next to a character? Are children able to judge if a prediction is likely or not? Can children say why they think a prediction is likely or not? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Likelihood Labels 5A (FSD? activity only) Prediction Card 5A/5B (FSD? activity only) String, pegs/paperclips (FSD? activity only)

Vlad and the Great Fire of London : English : Year 2

Reading - word reading	
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Reading - comprehension	
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Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
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Writing - transcription SPELLING	English Appendix 2
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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>

The Great Fire of London - London Past and Present : English : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use non-fiction texts to identify how London in the 1600s was different to modern-day London.	In this lesson, children will begin by using images of London in the 1600s to compare what it was like to modern-day London. They will then read a non-fiction paragraph about the River Thames and will be supported to find how it has changed between the 1600s and today. They will then continue their research using non-fiction texts provided and will record the differences they find in a table. At the end of the lesson, children will come together to share what they have discovered using a sentence stem to support them using the word 'whereas'.	<ul style="list-style-type: none"> Can the children use a non-fiction text to identify differences between London in the 1600s and now? Can the children explain to a partner what they have found out? Can the children use a table to organise their research? 	Slides London Fact Cards Worksheet 1A Differences Tables 1A/1B/1C/1D/1E/1F Information Text 1A/1B/1C/1D/1E/1F London Then and Now Cards (FSD? activity) Worksheet 1B (FSD? activity)
Lesson 2	To sort sentences into the past tense or the present tense.	Children begin this lesson by discussing what they already know about the past and present tense. They are then taught what a verb is and how the tenses of verbs can change. They will learn to identify past and present tense verbs, looking for the -ed ending or to spot irregular verb forms. Once secure, children move on to looking at complete sentences and sorting them into those that are in the present tense and those in the past tense. At the end of the lesson, children work together to change a piece of writing from the present tense to the past tense.	<ul style="list-style-type: none"> Can the children explain the difference between past and present tense? Can the children explain what a verb is and identify those in the past and present tense? Can the children say whether a sentence is written in the past or present tense and how they know? 	Slides Worksheet 2A/2B/2C Fact Cards London Then and Now Information Text London Fact Cards (FSD? activity) Worksheet 2D (FSD? activity)
Lesson 3	To use expanded noun phrases.	To start this lesson, children recap on their learning about the present and past tense. They then learn to identify nouns in a sentence and are taught that adjectives can be added before nouns to create expanded noun phrases. They then develop expanded noun phrases to describe a photograph of the River Thames. For the main activity, children improve base sentences by inserting interesting expanded noun phrases. At the end of the lesson, children work with a partner to evaluate each other's writing and suggest how to improve next time.	<ul style="list-style-type: none"> Can the children explain what a noun is and identify examples in a sentence? Can the children identify an expanded noun phrase in a sentence? Can the children develop interesting expanded noun phrases to improve sentences? 	Slides Worksheets 3A/3B/3C Word Bank Worksheet 3D (FSD? activity only)
Lesson 4	To know how to write in the past tense correctly.	In this lesson, children begin by learning the spelling rules for changing verbs to the past tense. They look at examples and practise applying the rule to changing new sets of present tense verbs into the past tense. They then learn that irregular verbs do not follow these rules and just need to be learnt. The progressive form is introduced to describe ongoing activities and children then apply everything they have learnt to change a piece of writing in the present tense into the past tense. Alternatively, children could play a game of 'Four in a Row' to revise the spelling rules. At the end of the lesson, a fun matching game will assess children's understanding of the spelling rules introduced in a fun way!	<ul style="list-style-type: none"> Can the children explain spelling rules for changing present tense verbs to the past tense? Can the children explain what is meant by the progressive form? Can the children change present tense sentences into the past tense, applying the spelling rules they have learnt? 	Slides Worksheet 4A/4B/4C Matching Game Instructions Matching Game Cards Four in a Row Game Board (FSD? activity) Four in a Row Word Cards (FSD? activity) Four in a Row Answer Sheet (FSD? activity)
Lesson 5	To use conjunctions to compare London in the 1600s to now.	In this lesson, children will be looking at comparative sentences that include a past tense element, a conjunction and then a present tense element. They will read a model text comparing London in the 1600s to today and will identify these different parts. They will then use sentence frames to help them develop similar sentences. In the main activity children will write a comparison between London at the time of the Great Fire and today. Alternatively, they will become open-top bus tour guides and will take tourists on a tour around London, explaining how it was different in the 1600s.	<ul style="list-style-type: none"> Can the children use comparative conjunctions in their writing? Can children write in the correct tense? (Past or present) Can the children suggest how to improve their writing? 	Slides Worksheets 5A/5B/5C Comparison Sheet Writing Checklist Bus Tour Sheet (FSD? activity only) Help Sheet (FSD? activity only)

The Great Fire of London - London Past and Present : English : Year 2 PlanBee



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 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] <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>
<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 	