



TSS Primary English MTP 2022 – 2023
Year 2 Block 4 – Author Study, Stories By the Same Author

Entry Point (Hook)		Exit Point (Writing Outcome)	
Share an animated Julia Donaldson story song.		Write a story in a similar style, using similar features to the author studied in class [for example, use imaginary creatures, rhyme, expanded noun phrases...].	
Key Vocabulary		Key Targets and Learning Objectives: Text Structure	
<ul style="list-style-type: none"> • Comparison • Openers • Ryme • Alliteration • Spelling patterns • Paragraphs • Dilemma • contraction 	<ul style="list-style-type: none"> • Character • Setting • Features • Similarities • Differences • Tone • Planning 	<ul style="list-style-type: none"> • 2Ws.01 Write a sequence of events or ideas, including stories with a beginning, middle and end. • 2Rs.01 Talk about the sequence of events or ideas in a text. • Use story language • Plan for writing • Rhyme • Alliteration • Settings, characters, events, dilemma 	
Key Targets and Learning Objectives: Word Structure/Language		Key Targets and Learning Objectives: Sentence Construction	
<ul style="list-style-type: none"> • 2Rg.03 Explore in texts sentences that contain and, but, because, if, when. • Use connective words 'or', 'and' and 'but' to link parts of sentences [for example, I would really like to meet the Gruffalo but I am not sure whether the Gruffalo is friendly]. • 2Ww.03 Relate rhyme to known spelling patterns, e.g. whale, snail. • 2Wv.02 In story writing, use a range of adjectives to describe characters and settings. • 2Wv.03 Begin to vary sentence openings, including using language of time, e.g. Suddenly ..., That morning ... • 2Wv.04 Choose and use interesting words and phrases, including to describe people and places. • Begin to identify and use alliteration. • Begin to spell more words with contracted form. • Begin to use the possessive apostrophe (singular) [for example, the girl's book]. 		<p>Learn how to use:</p> <ul style="list-style-type: none"> • 2Rs.01 Talk about the sequence of events or ideas in a text. • 2Rv.05 Explore different ways of beginning sentences in texts, including using language of time. • Sentences with different forms: statement, question, exclamation, command. • Expand noun phrases to describe and specify (for example, the beautiful blue butterfly). • Re-read work to check that their writing makes sense. • Re-read work and make attempts to up-level work. • Proof-read to check for errors in spelling, grammar, and punctuation [for example, end of sentences punctuated correctly]. 	



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<ul style="list-style-type: none"> • Segment words into phonemes and represent these by graphemes to correctly spell words with block 4 graphemes: aw, wh, ph, ew, ed, au. • Spell phase 3 tricky words: he, she, we, me, be, was, you, they, all, are, my, her. 	
Key Targets and Learning Objectives: Punctuation	Key Targets and Learning Objectives: Speaking & Listening
<ul style="list-style-type: none"> • 2Wg.01 Use capital letters, full stops and question marks correctly in simple sentences. • 2Wg.05 Write simple sentences, and multi-clause sentences using and, but, or. • 2Wg.06 Begin to write multi-clause sentences using simple connectives, e.g. because, if, when. • 2Rg.02 Explore in texts, and understand, the differences in use of full stops and question marks. • Learn how to use and apply both familiar and new punctuation correctly to punctuate sentences with different forms such as statement, question, exclamation, command sentences using (. ? ! Capital letters, commas). • Learn how to use apostrophes for contracted forms and the possessive (don't / goose's). • Continue to use capital letters for names and to start a sentence. • Form lower-case letters of 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 separated. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Use consistent spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • 2Ri.07 Identify and use the main events to retell a story verbally. • 2Ri.08 Describe story settings and characters. • 2Ri.11 Predict story endings. • 2Ri.16 Talk about patterns in simple stories, e.g. rhyme, repetition. • 2SLm.03 Use relevant vocabulary to describe events and feelings. • 2SLs.01 Listen and respond appropriately, including recalling the main points. • 2SLp.01 Read familiar stories and poems aloud with fluency and expression. • 2SLp.03 Extend experiences and ideas about characters and situations through role-play. • 2SLm.01 Speak clearly and confidently with familiar people. • 2SLm.03 Use relevant vocabulary to describe events and feelings. • *2SLm.05 Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues. • Use alliteration when describing characters, settings or events. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use a variety of sentence openers, connectives and adjectives when telling a story. • Big talk - Verbally share ideas before attempting to write a story. • Participate in role play, discussions, and improvisations. • Plan and say aloud what they will write about.



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Anthology Resources	Reading
<p>Oxford First Thesaurus</p> <p>Collins Junior Illustrated Thesaurus</p> <p>Various texts by Julia Donaldson including:</p> <p>The Gruffalo,</p> <p>The Gruffalo’s Child,</p> <p>Room on the Broom,</p> <p>Stick Man,</p> <p>Monkey Puzzle,</p> <p>The Snail and the Whale,</p> <p>Charlie Cook’s Favourite Book,</p> <p>Superworm,</p> <p>The Smartest Giant in Town,</p> <p>Tabby McCat</p> <p>Various texts by Neil Griffith including:</p> <p>The Scarecrow</p> <p>Sneezy Bear</p>	<p>Continue to develop pleasure in reading, motivation to read, vocabulary and understanding:</p> <ul style="list-style-type: none">• 2Rg.01 Show understanding of punctuation, including speech marks, and simple grammar when re-reading text.• 2Ra.03 Discuss texts read or heard, including giving reasons for likes and dislikes.• Identify and discuss the sequences of events within these stories (story mountain).• Recognise simple, recurring literary language in these stories.• Discuss and clarify the meanings of words, linking new meanings to know vocabulary.• Discuss favourite words and phrases.• Identify similarities and differences in stories.• Begin to read independently and with increasing fluency of longer and less familiar texts.• 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(Block 4 graphemes: aw, wh, ph, ew, ed, au).• 2Rw.05 Use phonic knowledge to decode unfamiliar words.• Read Block 4 tricky words: he, she, we, me, be, was, you, they, all, are, my, her.• Read aloud books closely matched to students improving phonic knowledge, sounding out. unfamiliar words accurately, automatically and without undue hesitation.• Re-read these books to build up students' fluency and confidence in word reading.• Checking that the text makes sense to them as they read and correcting inaccurate reading.• Making inferences based on what is being said and done.• Predicting what might happen based on what has been read so far.



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Ringo the Flamingo

Where have you two been?

Various texts by Eric Carle including:

The Mixed Up Chameleon

The Very Quiet Cricket

My Many Coloured Days

The Grouchy Ladybird

- Read aloud students written with appropriate innovation to make meaning clear.