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INTRODUCTION

About the series

Active Writers is a new and exciting literacy series, which aims to provide children with the tools to become more competent and confident writers.

This is done by using a structured approach, thus inviting learners to:

- Review what they know about a text genre
- Learn about the writing devices used
- Practise the language skills needed
- Apply their learning in a writing task.

Active Writers expects greater independence of thought of the children. It includes resources to ensure children can assess their own progress in collaboration with their teacher and therefore:

- Self-Assessment is required
- Teacher-pupil discussion is prompted
- Teacher assessment is catered for
- A signed record is produced.

There are 5 books with CDs in the **Active Writers** series:

- Year 2 (Ages 6-7)
- Year 3 (Ages 7-8)
- Year 4 (Ages 8-9)
- Year 5 (Ages 9-10)
- Year 6 (Ages 10-11)

Each book is divided into three broad text categories:

- Narrative
- Non-fiction
- Poetry.

There are 12 fully-planned lessons, each accompanied by an exemplar text in a different genre. Many of these texts are original extracts from well known authors, with 6 lesson plans for Narrative, 4 for Non-fiction and 2 for Poetry.

The lesson explores the writing style and key features of the exemplar text and provides class, partner and independent work support.

The language skills needed for the text type are identified, explained and practised in the activities on the two 'Practice in Writing Skills' sheets. Differentiation is also catered for.

Children are then ready for the writing task.

Guide notes are provided together with differentiated help and a writing framework supplied for less confident writers.

At the end of the task, children will assess their finished piece. The self-assessment sheet itemises the features the children should have included. The clear tick-box format helps the children to identify what they might have overlooked and asks for written comments about what they might do to improve their next writing in this genre.

The same sheet leaves space for the teacher's comments and also asks both children and teacher to 'sign' confirmation that they have discussed the writing features.

About this book

This book is for **Year 2** children.

Lesson plan

Use the lesson as early work. Begin by asking the children to define the genre. Return to the definition in later weeks. Ask the children if they need to amend their definition.

Exemplar text

An exemplar text is supplied with each lesson plan. Texts will cover a variety of genres to give children experience of a wide range of texts.

Writing skills practice

Use the practice pages for emphasis on the writing skills identified in the exemplar text. Most of the class should complete Sections A and B; less able children will do Section A only; the most able will progress to the end of the pages. In general class reading, point out examples of the writing devices.

Writing task

This is the culmination of the lesson: children applying what they have learned in their writing feature. Encourage the children to use the guide to plan and do initial drafts, before their final editing results in a polished version.

Self-assessment sheet

Encourage the children to think carefully about their answers and comments. Make sure your discussion with the children

over their writing is meaningful, offering positive advice about where they can improve and asking them to view the signatures as important evidence of their work. Keep the sheet as filed evidence of the learner's progress.

- A differentiated writing frame for a lower level of ability
- The exemplar texts
- Answers and additional resources.

Using the CD

Each book includes a CD for easy use on the Interactive Whiteboard. The CD contains:

Sample lesson plan

Title of the text	
Genre and definition	
Lesson objective This indicates the focus of the lesson and is a reminder of the need to view the text as a writer.	
Warm up activity This part should be done first, with the purpose of orientating the children with the exemplar text, its genre and some key writing characteristics.	Features This is a reference tool. It guides the teacher, provides answers, and can be displayed for the children's reference during 'Independent writing'.
Writing investigation Ask the children: This part is addressed to the children. It frequently encourages partner discussion and written recording as the children examine the text's style and writing techniques.	Independent writing Ask the children: This is the main part of the lesson. It involves further examination of the exemplar text – for example, how the writer has sketched characters – and asks for similar writing from the children.
Differentiation This part provides extension and support work for children with those needs. It links to tasks in 'Independent writing'.	
Plenary This offers opportunities for self and peer assessment of the independent writing and reinforces understanding of the writing features.	

Wellington Boots

Narrative: Stories with familiar settings

Definition: "A story set in an ordinary sort of place."

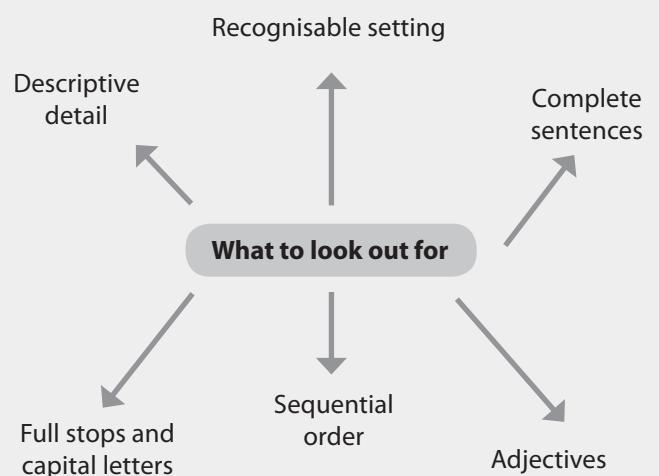
Lesson objective

To compose a series of sentences to describe a familiar setting using correct punctuation.

Warm up activity

- Introduce and explain the word 'setting' in a story: the place where characters are and events happen.
- Display and read aloud the exemplar text. Ask: *What is the setting for most of this story? (The classroom.) How is it similar to our classroom?*
- Let the children discuss the characters with their talk partner. Can they agree on the most important character, writing the name on an individual whiteboard?
- Invite them to hold up their whiteboards and look around. Is Jasmine a common answer? Suggest that she is important because she is a character present throughout the story.

Features



Writing investigation

Ask the children:

- Look at the text as your teacher reads aloud from *Miss Crumble was always ... to new cosy corner*. How many sentences are in this paragraph? How can you tell? (Capital letters and full stops.)
- Explain to your partner what a paragraph is. Why do you think the writer begins a new paragraph after new cosy corner? (The story moves to a different time of day.)

Independent writing

Ask the children:

- Find a word in the story that describes how Jasmine feels on her way to school. (*cross*.) Which word describes her on the way home? (*happy*.)
- When Jasmine arrived home, perhaps she changed the way her bedroom furniture and toys were arranged. Write a paragraph of three or four sentences describing how she made the room look. Use interesting words.

Differentiation

- More confident writers write an additional paragraph about Jasmine's route home.
- Less confident writers do partner work and have help with sentence starters.

Plenary

Put the children into groups to read their paragraphs to one another. Ask each group to choose one for a whole-class session. Which descriptive paragraph is the class's final choice?

Wellington Boots

It was Monday morning and fat raindrops bounced on the pavement. Jasmine usually enjoyed walking in the rain and splashing in puddles, but today she was cross.

“Ruby and Imogen have spotty boots,” grumbled Jasmine, walking beside Mum and holding on to Jack’s buggy. “No-one has red and blue stripes. Why can’t I have spots?”

“The shop didn’t have any more spotted ones. Anyway, your stripes are different,” said Mum cheerfully.

At school, Jasmine put her Wellingtons under her peg, changed into her shoes and hung up her coat. Miss Crumble, her teacher, admired the bright stripes, but Jasmine still looked longingly at Ruby’s spots.

Miss Crumble was always having exciting ideas. Today she decided to move the furniture and the children helped her. In the morning, they moved tables and chairs. They put the bookshelf in a new place. They had fun carrying the big cushions and made a new cosy corner.

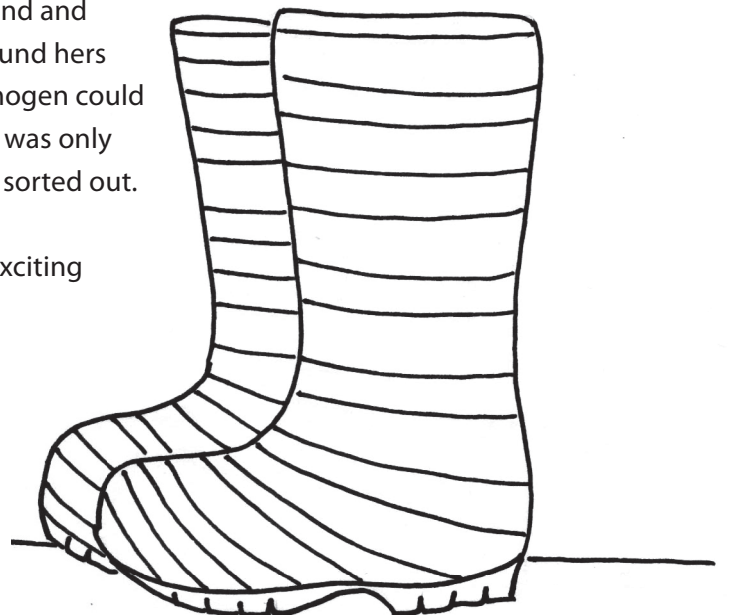
When the children came back from the dining hall after lunch, there was another change. Miss Crumble had moved the coat pegs! The pegs were on a wheeled stand, and the teacher had pushed the heavy stand across the classroom. She was too exhausted to pick things up off the floor as well! Now everyone helped, but they went too fast. Some children picked up one Wellington boot, others grabbed three. If one boot was dropped, a new person picked it up. By the time the boots were under the pegs, they were a muddled heap.

After the children had made models of their new classroom, it was home time. That was when the problem came! Wellingtons were difficult to find and children had to hunt under every peg. Jasmine found hers quickly because of their stripes. Poor Ruby and Imogen could not tell who owned which pair of spotted ones. It was only when their mothers came that the confusion was sorted out.

On the way home, Jasmine told Mum about the exciting moving day.

“I hope no one got mixed-up,” said Mum.

“I didn’t,” said a happy Jasmine. “My boots are different.”



Practice in Writing Skills 1

Sentences

A **sentence** is a group of words that makes sense on its own.
 A sentence starts with a capital letter and ends with a full stop.
The children put the books in a new place.

Section A

Add a capital letter and full stop to each sentence. The first one has been done for you.

the three girls were in the same class. → *The three girls were in the same class.*

they liked to play together

they liked to wear the same coats

teachers got the girls mixed up

it could be a problem

jasmine did not like being called the wrong name

she asked Mum for a different colour

Section B

Sort the blocks into a sentence. The capital letter and full stop tell you which words come first and last. The first one has been done for you.

It	time.	holiday	was
<i>It</i>	<i>was</i>	<i>holiday</i>	<i>time.</i>

The	played	girls	the	park.	in
was	There	pool.	a	paddling	
shoes.	took	off	They	their	
and	splashed	splashed.	They		
had	they	Later	problem.	a	
muddled.	shoes	were	Their		

Practice in Writing Skills 2

Adjectives

An **adjective** is a descriptive word. It can describe somebody or something in a sentence.
Jasmine saw the bright stripes.
The happy boy laughed.

Section A

Choose an adjective from the box and write it in the gap. The first one is done for you.

funny		strange	
interesting	kind	special	happy
colourful	exciting	large	bright

Miss Crumble was a kind teacher.

She wanted _____
children in her class.

So there was _____
work to do.

There were _____
games to play.

_____ cushions
were on the floor.

_____ pictures
were on the walls.

Sometimes there were _____
treats to eat.

Section B

Draw a red circle around the adjective in each sentence. The first one is done for you.

It was a sunny day.

Hot children were in the classroom.

Miss Crumble had a new idea.

Better work would be done outside.

They all sat under a big tree.

It was a shady spot.

The shade kept them cool.

Use 4-6 adjectives in more sentences about Miss Crumble and her class. Underline the adjectives.

Independent writing task

Stories with familiar settings

Write a story about Jasmine and a visit to the park.
Fill in this storyboard plan with pictures and writing.
Then write the story.

1. The place where my story is

Choose a part of the park that Jasmine likes. Draw it and write where it is.

2. My characters

There were some people with Jasmine. Draw their pictures and write their names.

3. Adjectives to help readers imagine the place and people

Write five or six interesting adjectives describing the place and people.

4. What happened

Draw and write a sentence about how Jasmine got lost. Did she wander away?

5. What happened

Draw and write a sentence about how Jasmine found the others. Did she recognise something?

6. My final sentence

Bring the story to a happy ending, perhaps with Jasmine going home.

Self-assessment

Stories with
familiar settings

Read the story you wrote. How well did you do?
Tick the features you can see in it.

Name: _____ Date: _____

- My story is set in a place readers will recognise.
- My story characters have names.
- I have written whole sentences.
- I have used capital letters and full stops.
- I have chosen interesting adjectives.
- My story events follow the order in which they happen.

Next time, I would improve my story by ...

Teacher's comment

I have talked to my teacher about my work
on stories with familiar settings

Pupil: _____

Teacher: _____