

## Year 2 English – Week 4 Guide.

Welcome to another week!

Please make sure your child is still using their SATS-buster books to practice in addition to the resources below. Also, don't forget to check Busy Things regularly for any new assignments being set to complete online.

We have a new resource – talk for writing which should be done over the next 2 weeks – a suggested breakdown of tasks has been given below.

Best wishes from the Year 2 team.

### **1. Grammar:**

Please complete the GPS paper 4.

### **2. Reading:**

Remember to read at least 5 times a week to an adult.

Please complete the poetry revision mat.

### **3. Writing:**

Use the creative writing prompt resource from week 2 to write in your red book.

Your prompt this week is page 4:

If you could have any fantasy pet, what would it be and why?

### **Reminder -**

Remember all the things we have learned to include in your writing, e.g. adjectives, adverbs, similes, suffix words (-ful, -less, -ment, -ness, -er, -est, -ly), expanded noun phrases, commas in a list, possessive apostrophes, contractions, varied sentence openers and to use the past or present tense correctly. Most of all, don't forget your capital letters and full-stops (or question and exclamation marks when relevant)!

When you have finished, edit and improve your work!

### **4. Spelling:**

Please complete page 30 of your spelling book and practice the spellings on the sheet – make sure you practice the relevant sheet, depending on whether you are on Book 1 or Book 2.

Book 1 – wh

Book 2 – tricky consonants.

Parents – please can you test your child on spellings each week and submit their score when you email any work, as it will help us to keep track of their spelling progression.

##### 5. Talk for Writing:

Use the link below to access and print off the Year 2 ‘Talk for writing’ booklet.

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y2-Unit.pdf>

This booklet contains a story (a Greek myth) and activities to go with it, including grammar, comprehension questions, inference and description and drawing. Some children may need help to read the story. Your child should complete tasks from the booklet each day in sequence as given below. It will take 2 weeks to complete all the tasks.

The final part of the booklet links the idea to the poem ‘The Magic Box’ by Kit Wright and takes the children through steps in order to create their own ‘Magic Box’ poem. We know we have some fabulous poets in Year 2 this year and are looking forward to reading the poems – get them to write up their final version in their best handwriting in their red books and feel free to photograph and email their poems. Keep the booklet safe for when we return to school.

Sequence:

Day 1 – Read introduction and with your child, read first part of story on pages 4&5.

Complete activities on:

Page 5 – drawing, what does the box look like?

Page 6 – describe what is in the box.

Day 2 – Read the rest of the story on pages 6 and 7.

Complete activities on:

Page 7 - draw the evil.

Page 8 – review the story.

Day 3 - Complete the activities on:

Page 8 – use the description to draw and label Zeus.

Page 9 – answer the questions about the story.

Day 4 – Complete the activities on:

Page 10 – sort the words into alphabetical order.

Page 11 – match the words to their meanings.

Page 12 – put the words into your own sentences.

Day 5 - Complete the activities on:

Page 13 – Possessive apostrophes.

For the following week – Week 5:

Day 6 – Read the poem on page 14 - ‘The Magic Box’ by Kit Wright, then complete the activity on:

Page 15 – answer the questions in the thought bubbles.

Day 7 – Complete the activity on page 16.

Draw or make your own magic box and decorate it (you can draw the decorations if you don’t have any).

Day 8 – Complete the activities on:

Page 17 – list your favourite things and then organise them into verses. \*\*Don’t forget to use adjectives and expanded noun phrases to describe your items!

Day 9 – Complete the activities on:

Page 18 – Write your final verse. Don’t forget to make it as descriptive as possible. Can you use a simile (using ‘like’ or ‘as’ e.g. My magic box is as deep as a bottomless, swirling, whirlpool) or metaphor (my magic box is a bottomless, swirling whirlpool) to compare it to something?

Page 19 – Complete the review.

Day 10:

Read your poem through – any spellings you need to correct? Any adjectives you want to add in? Edit it in your booklet.

Now write up your edited poem in your very best handwriting in your red book.

If you email us a photo of it, we’d love to read it!