**English Overview Weeks beginning 15th, 22nd and 29th June**

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| Monday | LO: Use the spelling rule for adding the ending s or –es to third person singular verbs  <https://www.phonicsplay.co.uk/member-only/SimplePluralRules.html>  We add -es to words to make plurals and third person verbs  Plurals - watches, dishes, boxes  Third person verbs (he, she, it) - He washes, she watches, it finishes...  Which end letters do we add -es to?  Look at these plurals: boxes, glasses, matches, buses, dishes, waltzes...  Look at these verbs: teaches, passes, watches, finishes...  Add -es to words ending in -ch, -s, -sh, -x, -z - wash/washes, box/boxes, match/matches, glass/glasses, business/businesses, quiz – quizzes  Can you see why we add -es?  -es was added to words so that there aren't 3 s's in a row (passs), and also to aid pronunciation, and to help see the plural (buss, gass)  \*There's an exception to this rule. If the -ch ending is pronounced with a 'k' then add -s (stomach/stomachs)  We also add -es to: potato - potatoes, tomato - tomatoes, do - does (he/she/it does) , go - goes (he/she/it goes)  Make 2 sets of word cards:   1. fix, watch, wash, jump, play, push, pull, look, help, buzz, dress 2. I, she, he, we, they   Place the cards in two piles. Choose a card from each pile. Say a sentence using both words, making sure you pronounce the correct suffix on the end of the verb.  For example – if you pick up ‘wash’ and ‘she’, your sentence could be – ‘She washes her hair.’ If you pick up ‘he’ and ‘jump’, your sentence could be ‘He jumps up and down.’ Your sentence must be in the present tense (happening now).  Once your child is confidently making sentences orally, encourage them to write their sentences down, making sure they add the correct suffix, as necessary. |
| Tuesday | LO: To make predictions based on what has happened so far and also on personal experiences  Listen to me reading Chapter 7 of The Hodgeheg. You will find this in the Class Story section of Class Dojo.  Uncle B says “So there simply must be a special perfectly safe day-time crossing-place for small humans – now where on earth could that be?”  Can you help Max? Where have you seen lots of small humans crossing at once? Why might lots of small humans need to cross the road together? Where do you think they might be going?  Can you predict what might happen next in the story?  Write down your prediction carefully.  You may want to start your sentences like this:  I think…  I predict that…  Try to answer the questions I have asked. Remember to start each sentence with a capital letter and end it with a full stop. Check that all of your sentences make sense.  Extend: You could research further by going out on a local walk. Have a look for all the safe places people cross the road. Can you find any places where lots of children might need to cross the road? Why not take some photos while you are out of all the safe crossing places you find and share them with us on Class Dojo. |
| Wednesday | LO:  Remind yourself of your predictions from yesterday. Do you want to add anything or change your mind? Did you find out any more about safe crossing places if you went on a walk yesterday?  Listen to me read chapter 8 of The Hodgeheg in the Class Story section of Class Dojo.  Were your predictions right?  (As a challenge, if your prediction was different, could you write an alternative Chapter 8, describing Max discovering a different safe place?)  Listen carefully to Max’s description of the lollipop lady from ‘ There was this great human…’ to ‘..that great powerful human!’ Listen again with your eyes shut so you can really imagine being there at the side of the road, watching the children crossing.  Make sure you understand what all the words mean so that you are able to use these words again.  Check out ‘great human’, ‘big white round disc’, ‘the traffic stopped dead’, ‘paused’, ‘great powerful human’.  Now can you draw a picture of the lollipop lady that matches the description as closely as possible? |
| Thursday | LO: To begin to understand how characters in a story are feeling  Listen to me reading Chapter 9 of The Hodgeheg on Class Dojo.  How do you think the lollipop lady felt when she saw the hedgehogs crossing the road? What words would you use to describe how she felt?  Role play: take it in turns to be the lollipop lady and a newspaper reporter. The newspaper reporter will be asking the lollipop lady all about what she saw. (Remember, questions usually begin with what, why, when, who, where, how) The lollipop lady must talk about what she saw. Really try to get into the role and have some fun! You might want to find or make some props to help you with this (eg a black hat, a lollipop stick, a long white coat/ shirt) |
| Friday | LO: To write in role  Recap the conversation from yesterday. Today you are going to be pretending you are the lollipop lady writing a letter to the local paper about what she saw.  Brainstorm together words that you think you will need. Can you use phonics to segment to spell? If the words are really tricky, give your child the spelling. Make sure your child has these words to hand while they are writing their letter.  Start your letter with ‘Dear Sir,’ then make sure the first line of your letter starts on the next line, at the beginning.  Say each sentence before you write it, counting out the words so you know where the finger spaces will be.  Make sure you say what you saw, and how you felt. Remember, if people are going to keep reading, they need to find it interesting and exciting! Use new words from the book if you can,  Remember, you are pretending to be the lollipop lady so you are writing ‘I saw…’, ‘I couldn’t believe my eyes!’, ‘ I was amazed to see…’  Finish your letter with ‘from The Lollipop Lady’.  You may want to take a couple of days doing this. That is fine. I would rather you take your time, and do a good job, than rush! |
| Monday | LO: To retell a familiar story  We are going to start working towards writing the story ourselves over the next few days. We will build this up gradually so that the story is well known and your child only has to think about **how** they are writing (capital letters, full stops, exciting words), rather than **what** they are writing.  Use some cut up pieces of paper to write on. (Adult will write).  Take turns to say something that happened in the story, adult to write each event down, in a full sentence on a piece of paper (1 event per piece of paper). I would do 8-10 at most. If your child finds recalling events challenging, you could start with 3 or 4 and gradually build up.  Once you have your events written down, muddle them all up, then read them out, 1 at a time, and work together to place them in the correct order.  Keep your pieces of paper to use tomorrow. |
| Tuesday | **LO: To retell a familiar story in the correct order.**  Use a large sheet of paper and split it into 3 sections, labelled by your child – beginning, middle, end. (You can write the words for your child to copy.  Discuss the meaning of the words, beginning , middle and end. The beginning usually sets the scene and tells us who is in the story, where it happens, introducing a problem that needs to be solved. The middle – trying to solve the problem, The end – problem solved. Which parts of the story would go in each box?  Use your pieces of paper from yesterday. Take each one in turn and decide whether it goes in the beginning, middle or end. Once you are happy with the order of your events, stick them in place in each section. Read through your story together. Have you got everything? If there are parts you have only just remembered, add them in now in the correct place. Your piece of paper should be big enough to leave plenty of space to add more detail as we move on through the week |
| Wednesday | **LO: To retell a familiar story using some story language**  Use the Hodgeheg story sequencing cards that I have shared on the Class Story of Class Dojo. You can either read these from the screen, or print them out.  Read each small section of story to your child (Y2 or challenge for Y1 – let your child read the short sections). Your child should decide whether each extract come from the beginning, middle or end of the story and point to the appropriate section on your grid. You can extend this by deciding together exactly where in the story each extract should go.  Read the extracts again, and together, choose a word from each extract that your child will try and use in their own story. If you have printed off the extracts, highlight and then copy each word you choose into the beginning, middle or end section of your story grid. If you are reading it from the screen, your child should copy the chosen words. These will help to prompt your child to use these words when they come to write the story themselves.  This may be very difficult for some children. If your child finds this very difficult, choose one extract and focus on one word from that extract.  Make sure you understand what the word means, use an online dictionary to help if you do not (<https://kids.britannica.com/kids/browse/dictionary> or <https://kids.wordsmyth.net/we/> )  Practise saying sentences using your chosen words. |
| Thursday | **LO: To retell a familiar story in the correct order**  Check back through your story grid. Read out the sentences in order (Y2 / Y1 challenge - read it themselves) When you come to a new word from yesterday, encourage your child to say a sentence using that word to fit in with the story. (Y1 – adult to scribe the sentence and add to the story grid. Y2 / Y1 challenge – write the sentence themselves and add to the grid)  As you go through it a second time, encourage your child to draw pictures in the grid to remind them of each bit of the story. |
| Friday | **LO: To retell a familiar story**  Encourage your child to retell the story in order using the words and pictures on your story grid.  For **some** children, giving one good sentence for beginning, middle and end (3 in all) is enough. Concentrate on saying these three sentences several times and write the sentences down for your child.  **Most** children will be able to think of 2 or 3 sentences for each section. Encourage your child to include their special new word in one of the sentences.  **A few** children will enjoy the challenge of ensuring they include all the detail from their story plan. They will say a sentence for each picture and include all the new words appropriately.  You, or a sibling, could act out the story as your child tells it to help them to visualise what is happening.  Have fun with this. It doesn’t matter if some of the details of the story are changed. The important learning from this is to be able to tell a story that makes sense, with a beginning, middle and an end. |
| Monday | **LO: To use ‘and’ to connect two ideas**  **To use a range of adjectives to describe**  **Y2 – to use expanded noun phrases / to use a comma to separate words in a list**  Before we begin to write our story, I want us to focus on the character of Max, so that when we begin to write, we can introduce him in lots of detail to the reader. This will help to get started on the story.  Brainstorm all the words you can think of to describe Max (eg brave, curious etc)  Practise using 2 of these words in a sentence.  (Y1 – Max is brave **and** inquisitive  Y2 – Max is a **brave, inquisitive hedgehog.**)  Write a description of Max using these sentences. This will be the start of your story, so make it interesting and easy to read. Make sure your child understands that this is the start of their story. This is where they begin to hook in the reader. Make Max sound like an interesting character that the reader would like to find out more about.  **Some** children will write 1 good sentence.  **Most** children will write 3 sentences, using and.  **A few** children will write more than 3 sentences, using ‘and’, ‘but’, a comma and an expanded noun phrase. |
| Tuesday, Wednesday and Thursday | **LO: To retell a familiar story**  **To use language based on a familiar story on my own writing**  **To check that what I am writing makes sense**  Spend a little time each day building up your story. Make sure your story starts at the beginning, moves to the middle, and ends with a definite end.  Each day, before you write, ask your child to tell you what they need to remember as they write (capital letter to start each sentence, full stop/ exclamation mark / question mark to end, finger spaces, using amazing words)  Your child should say each sentence before they write and keep saying it as they write to help them keep track. At the end of each sentence, they should go back and read what they have written to check it all makes sense, and to make changes if it does not.  Use the story grid to keep track of your story and to remind you of what comes next. Remember to use those exciting new words!  **Some** children will need a lot of support with this. If they are not yet at the stage of writing a sentence independently, encourage them to say their sentence out loud. Then scribe the sentence for them, showing them slowly how each written word matches the word they say. They can then copy the sentence out.  **Most** children should attempt to write and check their own sentences. They should try to include some of the new words from the story grid. If they are not able to spot their own mistakes, draw their attention to something that may need changing and ask them if they think that is correct (for example – if they have placed a capital letter in the middle of a sentence, ask – Do we need a capital letter here? When do we use capital letters?) Editing your own work is really tricky!  **A few** children will be able to complete this task completely independently. |
| Friday | **LO: To read out my work loudly and clearly enough to be heard by others**  Help your child to red their work out loud. Once they are feeling confident reading it, encourage them to read it more slowly and clearly. Start by sitting in front of them, and gradually move away. When we are practising for things like the Christmas play, I often tell them to imagine they are speaking to Great Aunt Maud at the back, she has forgotten her hearing aid, and there is also someone’s little brother or sister crying in the front row!  Once they are really good, I would love to hear them! You can use the portfolio section of Class Dojo to record them reading their stories.  Please share a picture of their writing as well. This is a big piece of work that they have spent a long time building up to. I want them to be proud of their work. Keeping focus at home on this is amazing – WELL DONE!! |