

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)

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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 <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>
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 	