

# Vlad and the Great Fire of London : English : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To read and orally retell the story of 'Vlad and the Great Fire of London' by Kate Cunningham.	This initial lesson allows your class to get to know the characters and events in the story of 'Vlad and the Great Fire of London' by Kate Cunningham. They are challenged to retell the story orally using actions and adverbials of time to remember and order the events.	<ul style="list-style-type: none"> <li>Can children recall key facts about a story's events?</li> <li>Can children recall key facts about a story's characters?</li> <li>Can children participate in an oral retelling of a story using actions and time adverbials to prompt them?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Copy of 'Vlad and the Great Fire of London' by Kate Cunningham</li> <li>Story Page 1A/1B</li> <li>Story Cards 1A</li> <li>Time Adverbials 1A</li> <li>Cameras (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To sequence the events of the story 'Vlad and the Great Fire of London' by Kate Cunningham.	This lesson leads on from the previous lesson by testing the children's memory and challenging them to sequence events in the story. The children will be asked which events came first and think about events in the beginning, middle and end of the story.	<ul style="list-style-type: none"> <li>Can children recall key information from a story?</li> <li>Are children able to say if an event came before or after another in the story?</li> <li>Can children sequence the events of a story?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Story Cards 2A/2B/2C</li> <li>Worksheet 2A/2B</li> <li>Large paper (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To infer information about characters in a story.	During this lesson children will use inference to find out more information about the characters. They will use the text and the pictures to infer meaning, thinking about what information is being shared directly and what information is being inferred. They will then answer questions about the characters using inference.	<ul style="list-style-type: none"> <li>Can children describe what it means to infer information from a text?</li> <li>Are children able to practise simple retrieval of information from a text or image?</li> <li>Can children infer information from a text or image?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Teacher Notes 3A</li> <li>Question Cards 3A/3B</li> <li>Worksheet 3A (FSD? activity only)</li> <li>Question Card 3C (FSD? activity only)</li> <li>Reading Question Matrix (FSD? activity only)</li> <li>Coloured pens (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To research information about Samuel Pepys.	Children are given the opportunity to use different research skills as they use non-fiction books to find information about Samuel Pepys. They will discuss different organisational features that can help them find the information they need as they answer questions about Pepys or create a basic fact file about him.	<ul style="list-style-type: none"> <li>Can children identify where they can research information from?</li> <li>Can children describe how contents and index pages can be used?</li> <li>Are children able to retrieve key information to answer questions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Range of age-appropriate non-fiction books on GfOL and Samuel Pepys</li> <li>Fact Sheet 4A</li> <li>Question Cards 4A/4B</li> <li>Worksheet 4A (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To predict what they think will happen after the end of the story.	This final lesson focuses on what might happen after the end of the story. The slides provide information about what happened after the real fire was extinguished and challenges the children to use what they know about the story to make predictions about what happens next. They are also challenged to think about the likelihood of different predictions.	<ul style="list-style-type: none"> <li>Can the children use what they know from the story to predict what might happen next to a character?</li> <li>Are children able to judge if a prediction is likely or not?</li> <li>Can children say why they think a prediction is likely or not?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Likelihood Labels 5A (FSD? activity only)</li> <li>Prediction Card 5A/5B (FSD? activity only)</li> <li>String, pegs/paperclips (FSD? activity only)</li> </ul>

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Reading - word reading	
<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> </ul>	<ul style="list-style-type: none"> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul>
Reading - comprehension	
<ul style="list-style-type: none"> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>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</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>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)</li> </ul> </li> <li>learn how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> </li> <li>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>apply spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<p><b>WORD</b></p> <ul style="list-style-type: none"> <li>Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er and by compounding [for example, whiteboard, superman]</li> <li>Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less (A fuller list of <b>suffixes</b> can be found on page 56 in the year 2 spelling section in English Appendix 1)</li> <li>Use of the <b>suffixes</b> -er, -est in <b>adjectives</b> and the use of -ly in Standard English to turn adjectives into <b>adverbs</b></li> </ul>
Writing - composition	<p><b>SENTENCE</b></p> <ul style="list-style-type: none"> <li><b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)</li> <li>Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation</b> or <b>command</b></li> </ul> <p><b>TEXT</b></p> <ul style="list-style-type: none"> <li>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past</b> tense to mark actions in progress [for example, she is drumming, he was shouting]</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li><b>Commas</b> to separate items in a list</li> <li><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul> <p><b>TERMINOLOGY FOR PUPILS</b></p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>