

# English and Literacy

## Home Learning Read and Respond Units

### Year 2



| Week One  |   |  |  |   |   |
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| Year 2  | Day 1   | Day 2  | Day 3  | Day 4   | Day 5   |
| <p><b>Focus text/theme: Julia Donaldson book characters</b></p> <p>You may have several of these Julia Donaldson texts at home. Dig out some old favourites and enjoy re-reading them together! Perhaps you could add to a chart each day, detailing the title, a brief summary and a star recommendation.</p> <p>Where possible, links will also take you to audio or film clips in order that you can share texts this way.</p> <p>The animated films of 'The Gruffalo', 'The Gruffalo's Child', 'Stick Man', 'Room on the Broom' and 'The Highway Rat' are currently available on BBC iPlayer.</p> | <p><b>Focus: The Gruffalo</b></p> <p>If you have access to the complete text, share and enjoy. This could be by reading the text to your child, your child reading to you, or encouraging your child to join in with known lines/refrains. Alternatively, access a reading of the text here <a href="https://www.youtube.com/watch?v=8sUPpPc8Ws">https://www.youtube.com/watch?v=8sUPpPc8Ws</a></p> <p>As you listen, collect words and phrases used to describe the Gruffalo. Pause the recording/ your reading, in order to allow your child to make these jottings.</p> <p>Support with watching of the film (if accessible) or watch and enjoy the compilation of clips from the Gruffalo animation <a href="https://www.youtube.com/watch?v=yHoyg_pwT2w">https://www.youtube.com/watch?v=yHoyg_pwT2w</a></p> <p>Look at the words and phrases you have collected.</p> <p>Discuss meanings of any unknown words, e.g. <i>tusks, claws, jaws, underground, knobbly, turned-out toes, wart</i> etc. Model orally putting new words into different sentences and encourage your child to do the same.</p> <p>Ask your child to write some sentences to describe the Gruffalo, using vocabulary from within the text. They may choose to re-write the lines in rhyme or simply write as a paragraph. Either is fine!</p> <p>Check spelling and punctuation in</p> | <p><b>Focus: the Mouse from The Gruffalo and The Gruffalo's Child</b></p> <p>As in day one, if you have access to 'The Gruffalo's Child', share and enjoy the text.</p> <p>Alternatively, access a reading of the text here: <a href="https://www.youtube.com/watch?v=MUQm8Qb64EI">https://www.youtube.com/watch?v=MUQm8Qb64EI</a></p> <p>As you listen, collect words and phrases, this time to describe the 'Big Bad Mouse.'</p> <p>Support with watching of the film (if accessible) or watch and enjoy the compilation of clips from The Gruffalo's Child animation <a href="https://www.youtube.com/watch?v=ZOZ87BTZuZQ">https://www.youtube.com/watch?v=ZOZ87BTZuZQ</a></p> <p>Look at and discuss the words and phrases you've collected. Explore meanings of new words and model putting into new sentences.</p> <p>Ask your child to write some sentences about the 'Big Bad Mouse'. As well as using some of the vocabulary from within the text, how else might they describe the mouse? E.g.</p> | <p><b>Focus: the Giant from The Smartest Giant in Town</b></p> <p>As previously, if you have access to the text, share and enjoy. Alternatively, access a reading of the text here: <a href="https://www.youtube.com/watch?v=cfiPrA8E3qE">https://www.youtube.com/watch?v=cfiPrA8E3qE</a></p> <p>As you listen, collect words and phrases used to describe the Giant. (Note; these will only feature in the opening pages. The Giant's character is then revealed more by his actions).</p> <p>Re-read/listen. This time, pause at suitable points for your child to make a list of all the Giant's kind deeds. E.g. <i>He gave his scarf to a cold giraffe. After that, he gave his shirt to a goat on a boat who was struggling to sail.</i></p> <p>Encourage your child to use time sequencing words, e.g. <i>next, soon, later on, finally.</i></p> <p>Support with the song found here <a href="https://www.youtube.com/watch?v=iJ4CHVIlv78">https://www.youtube.com/watch?v=iJ4CHVIlv78</a></p> <p>What do we know about the Giant now? How might you describe him? Use a thesaurus or Word Hippo (<a href="https://www.wordhippo.com/">https://www.wordhippo.com/</a>) to extend simpler word choices, e.g. kind, caring,</p> | <p><b>Focus: Superworm</b></p> <p>As previously, if you have access to the text, share and enjoy. Alternatively, access a reading of the text here: <a href="https://www.youtube.com/watch?v=7Jnk3XApKBg">https://www.youtube.com/watch?v=7Jnk3XApKBg</a></p> <p>Jot down new words and phrases to explore. E.g. <i>lasso, mope, fishing line.</i></p> <p>Model orally putting new words into different sentences and encourage your child to do the same.</p> <p>Talk about how Superworm could be described as a superhero. Listen to the story again – why do you think this is? Make a list of all the things Superworm does. Formulate a poem using some of the language. E.g.</p> <p>Superworm the lasso,<br/>Superworm the skipping rope,<br/>Superworm the fishing line etc.</p> <p>Conclude their poem with the repeated verse;<br/>Superworm is super long,<br/>Superworm is super-strong,<br/>Watch him wiggle,<br/>See him squirm,<br/>Hip, hip hurray for Superworm!</p> | <p><b>Focus: Review all characters looked at this week.</b></p> <p>Re-read all your character descriptions from across the week. Compare, contrast and discuss.</p> <p>Which is your favourite character? Who would you most like to meet? What might you ask them?</p> <p>Encourage your child to support and extend their answers with reasons, e.g. <i>My favourite is the ... because I like the part when he ....</i></p> <p>Record responses in writing.</p> <p>Create some Top Trumps character cards for each of the characters looked at this week. Alternatively, replace or supplement with your own favourite Julia Donaldson characters, e.g. Stickman, Barley and Betty, the witch from Room on the Broom, Zog etc.</p> |

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|  | each sentence together. | <i>clever, cunning, brave</i> etc.<br>Check spelling and punctuation in each sentence together. | thoughtful, generous, selfless, charitable.<br>Write a few sentences to describe the Giant.<br>Check spelling and punctuation in each sentence together. | Check spelling and punctuation together. Enjoy performing your poem to your family! |  |
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