




English Story Home Learning: Year 2

Please write the date and WALT in your book and complete each day. Some of these activities may need adult support however other tasks can be completed independently. Please make a comment on how much your child was supported in each activity.

Please find the Guided Reading Activity on pages

<p><u>Monday 13th July</u></p> <p>WALT: Find features of a setting description</p> <p>Activity 1: Scan the QR code or click on the link below to watch to understand what a setting is. https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/zfh6vk7</p>  <p>Activity 2: Read the extracts below. What do you like about them? What don't you like about them? Are they exciting or boring? Why?</p> <p>Choose one extract and highlight any descriptive features such as adjectives, alliteration and similes? Is there a lot highlighted?</p> <p>What features could you add to improve the setting description?</p> <p>Challenge: Can you re-write the extract to make it more interesting?</p>	<p><u>Tuesday 14th July</u></p> <p>WALT: Use adjectives to describe</p> <p>Activity: Using the checklist to help you remember what to include, look at the different settings. Choose your favourite one (cut and stick in your book) use the template to write as many expanded noun phrases, using adjectives to describe the setting.</p> <p>Challenge: Can you include some alliteration and similes? You could use the alliteration generator for help. https://www.poem-generator.org.uk/alliteration/</p> <p>E.g. bright, blue sea warm wind cold, creaky ship</p> <p>E.g. as black as night glowing like a candle</p> 
<p><u>Wednesday 15th July</u></p> <p>WALT: Create own our setting</p> <p>Activity: This involves lots of talking first! Remember the character description you wrote last week, it's time to put your character into their setting. Describe your setting to someone in your house or bubble, remember to focus on all the 5 senses not just what it looks like. Then create your setting - do not rush. You could draw, paint, make a junk model, build it out of Lego, create an outside picture using natural materials - be as creative as you like. Take a photo of your creation.</p>	<p><u>Thursday 16th July</u></p> <p>WALT: Describe setting using descriptive language</p> <p>Activity: Looking back at your setting from yesterday write as many adjectives, alliteration and similes as you can. Remember to use your senses - look at the checklist for ideas.</p> <p>Challenge: Can you use a thesaurus to improve some adjectives? https://kidthesaurus.com/?s=kind</p> 

Friday 17th July

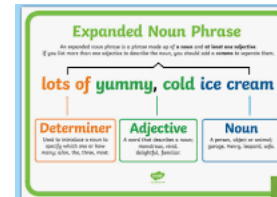
WALT: Write own setting description

Activity: Using the writing from yesterday. Write a setting description. Look at the example in the resources for help. Remember to use a range of adjectives, alliteration similes and conjunctions to extend your sentences.

Challenge: Can you write two paragraphs?

Glossary of terms

Expanded noun phrase: A phrase made up of a noun and at least one adjective. If one or more adjectives are listed to describe the noun, a comma should be added to separate the sentence.



Conjunctions: Word to join two separate phrases - and, but, because, so,

Alliteration: When two or more words begin with the same letter or sound

Simile: describing something by comparing it with another thing using **as** or **like**

SPELLINGS - WEEK 2 OF HOMOPHONES

Objective: I can read and identify homophones and near homophones and use them correctly.

Overview: Words that sound the same, but are spelt differently and have different meanings.

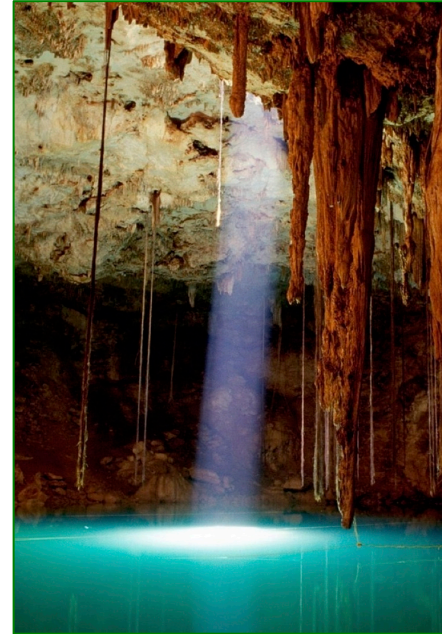
Words to practise: there their they're hear here see sea one won sun son to too two be bee quiet quite blue blew bare bear knight night where wear

Website to help: <https://www.bbc.co.uk/bitesize/topics/zghpk2p/articles/zc84cwx>

It was a hot day. The beach was hot and the sky was blue. The palm trees swayed in the wind. The sea lapped the shore. The sand felt nice.



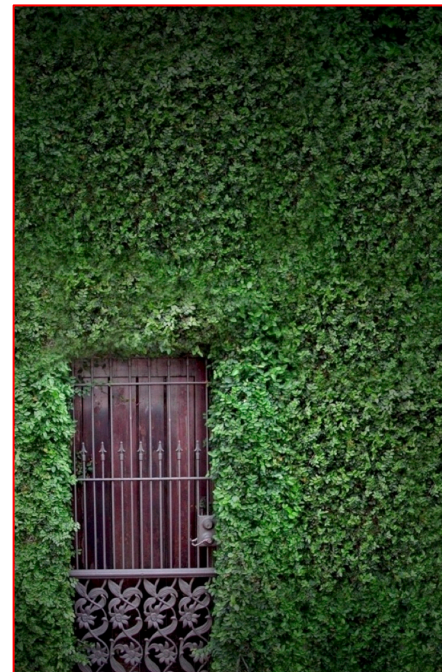
The cave smelt dirty. The water was blue and there was sun coming down. It was a bit scary.



It was warm water and there were lots of colourful fish swimming around.



There were lots of leaves and bushes. They were covering the wall. In the wall there was a door made from wood and there was a gate in front of it.



Tuesday 14th July 20

What can you see?

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What can you hear?

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What can you feel?

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What can you smell?

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Friday 17th July 20

Liam gazed out of his frosty, glass window. All he could see were the distant stars that winked and glittered like tiny jewels in the black night sky.

Suddenly, something caught Liam's eye. A streak of shimmering silver came swooping and swirling through the darkness towards him. He gulped as it whirled past his window. Quickly, Liam slipped into his slippers and hurried down the wooden staircase.

Outside, on the shadowy pavement, laid a little star fizzing sparks and colours like an oversize sparkler. He tiptoed towards it. Scooping the glowing star in his cold, clasped hands, Liam carefully carried the star back indoors to sit by the warm, crackling fire.

Setting Description Checklist

Did I...

	Child	Friend	Teacher
say what can be seen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
say what can be heard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
include details about the weather?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
include details about the time of day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use adjectives (describing words) to describe each noun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Unit focus: Explorers

Text focus: Narrative (300L)

STAGE 1

Bella and the Balloon

Bella wanted to fly but she couldn't fly. She didn't have wings. Bella was just a child. She often tried to fly. She would jump off chairs. She would jump off tables. She would flap her arms like wings. She flapped them up and down as fast as she could. It still didn't work.

It was Bella's 9th birthday. She asked for a present.

She asked for a pair of wings. She didn't get any.

Bella's mum sat her down.

"Children can't fly" said Bella's mum.

Bella was sad. She liked her present. A pair of sunglasses. She wanted wings. She wanted to explore the sky.

She also got a little red balloon. It was tied to a string. It floated in the air. It made Bella happy.

Bella had an idea. She took the string. She tied the string around her sunglasses. The balloon lifted them up. The sunglasses were flying!

A year passed. It was Bella's 10th birthday. She asked for a present. She asked for 100 balloons.

She woke up. She felt excited. She went downstairs. There were 100 little red balloons. They floated in the air. Bella was so happy! She had an idea...

RETRIEVAL FOCUS

1. What did Bella get for her 9th birthday?
2. How did Bella feel on her 10th birthday?
3. What size was Bella's hot air balloon?
4. What did the little children see when they looked up?

The balloons were tied to a string. Bella took the string. The balloons lifted her up. She was flying all around the room. It was like magic.

10 years passed. It was Bella's 20th birthday. She didn't ask for a present. She didn't buy a little red balloon. She made a big red hot air balloon. It was bigger than a house!

She climbed into the balloon. She put some sunglasses on. The balloon floated in the air. It went higher and higher. Bella was in the sky. She could fly! She was an explorer now.

Bella explored the sky. She explored the clouds. She could see so far. Her red balloon was famous. Bella was famous too. Everybody knew her name.

Little children looked up to the sky. They could see something. They could see a red balloon high up. It was Bella.

The girl who could fly.



VIPERS QUESTIONS

S Why was Bella unhappy on her 9th Birthday?

V Which word means Bella was 'well known'?

Explorer

Clouds

Famous

I What was the weather like on Bella's 20th Birthday?

R Where did Bella explore?