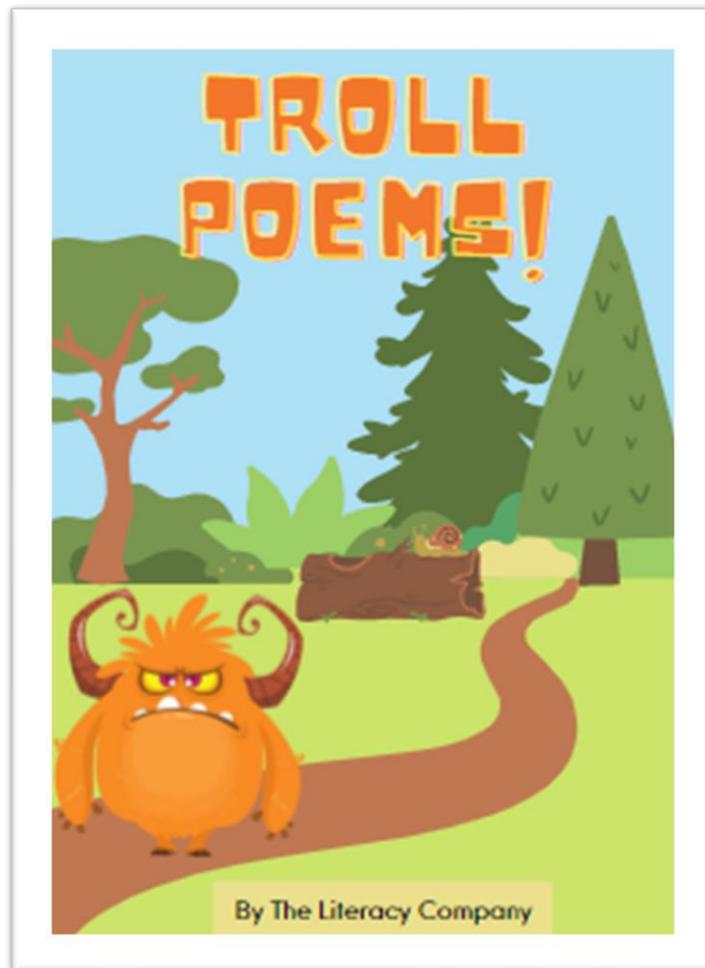




Pathways to Home Learning

Troll Poems!



Year 2 *Pathways to Home Learning*: Autumn 1

Overview of the home learning activities:

Session 1	Read and recite a poem	Reading
Session 2	Explore the structure and vocabulary of a poem	Reading
Session 3	Make changes to vocabulary to create a new poem	Writing
Session 4	Write a description of a creature that lives in the house	Writing
Session 5	Write a diary entry about living with a goblin or troll	Writing/ Reading
Session 6	Explore the vocabulary and description in a poem	Reading
Session 7	Complete spelling activities to consolidate Y1 national curriculum common exception words	Spelling
Session 8	Write a diary entry in role as the troll	Writing/ Reading
Session 9	Plan a letter to the troll from another character	Writing
Session 10	Write a letter to the troll from another character	Writing

National curriculum focus – this is the school focus for this half term

Reading	Writing
<ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done • Discuss their favourite words and phrases 	<ul style="list-style-type: none"> • Use subordination (because) and co-ordination (and) • Use expanded noun phrases to describe and specify • Use punctuation correctly - full stops, capital letters

Spellings to practise (Y1 consolidation)

Words to use in conversation and writing

house	you	dainty	peace
friend	your	hooves	juicy
my	no	cave	fright
some	he	cosy	overhead
go	to	claw	bridge
		hunters	independent
		natural	athletic
		invisibly	creatures
		mammals	powerfully

Daily sessions:

1.	Main outcome of the session: To read and perform a poem using the vocabulary to help.	Subject knowledge for parents: When looking at poetry, pupils will have a focus on how it can be performed. This will be supported by the words the author has chosen. This poem has lots of actions which your child can act out.
<ul style="list-style-type: none"> • Give your child a copy of <i>The Goblin</i> and ask them to read it to you. You may want to pick out some words they may find trickier first and read them together e.g. <i>goblin, house, knocks, lives</i>. • Ask your child to highlight the words/phrases which tell you what the goblin does (the verbs) e.g. <i>bumps, jumps, thumps, stumps, knocks, rocks, rattles at the locks</i> • Act out one of these words and see if your child can guess which one it is then swap over so that they can act one out for you. • Re-read the poem together and this time add in your suggested actions where appropriate – does it make the poem sound better? • Ask your child to rehearse and practise reading the poem with the actions before then performing it to an audience. This could be a virtual audience, the rest of the family or even some cuddly toys. 		
2.	Main outcome of the session: To explore the structure and vocabulary of a poem.	Subject knowledge for parents: Children will encounter different types of poems and not all of them will rhyme. They will unpick these features and use them as a basis for their own work. Here we focus on repetition and rhyme.
<ul style="list-style-type: none"> • Ask your child to re-read the poem and record themselves on a device. • Play back and ask them to listen out for the rhythm of the piece and also where the words rhyme – why has the poet done that? • Using different coloured highlighters, ask them to colour code the parts that have repetition and those that rhyme. • Give your child the rhyming ladders from the resources and ask them to fill it in with what they have found. • When they have completed this, think of other things a goblin (or other creature like a troll) could do in your house e.g. <i>play, sleep, eat, break, race etc...</i> • Get them to choose some of these words and add them to a new rhyming ladder. Can they complete the ladder by finding words that rhyme? NB: An online rhyming dictionary such as that found on Poetry4Kids would support this. • Evaluate the words your child found. Could you find rhymes for all the words? Which words would work best in the poem? 		

3.	<p>Main outcome of the session: To write a new poem about a different creature living in the house.</p>	<p>Subject knowledge for parents: Children will use the texts they read in class as a model for their own writing. Initially they may make one or two changes but will keep the structure the same. This is what they will be doing here.</p>
<ul style="list-style-type: none"> • Look at your child’s ideas for other words that would work in a new version of a poem – which creature could they relate to? • Look at the parts of the poem which would need changing if you were to write about a troll or another creature. • Ask your child to underline these or stick post-it notes over the top. • On top of the post-it notes, or on the sheet, ask them to add in their new words and phrases. • Get them to orally rehearse these new ideas for their poem e.g. <i>A troll lives in our house, in our house.</i> • Once they have practised, get them to re-write the poem with their new ideas added in. • Read the new poem out loud to check that it makes sense and that they have chosen words which fit – evaluate the effectiveness of the vocabulary. • They can now add images to illustrate their new poem, thinking about the characteristics of this new creature. 		

4.	<p>Main outcome of the session: To use expanded noun phrases to write a description of a creature living in the house.</p>	<p>Subject knowledge for parents: In Y1 pupils will learn to add simple description in their writing usually linked to size, colour, shape etc. This develops into Y2 through the use of noun phrases. A phrase is a group of words which don’t contain a verb and the noun is the person, place, object within that phrase. A simple noun phrase could be <i>a tree, the dragon</i> and this can then be expanded using adjectives e.g. <i>a tall tree, the magnificent dragon.</i></p>
<ul style="list-style-type: none"> • Look at your child’s ideas for the new creature in their poem along with the illustrations they did. • Ask them to describe to you what their creature looks like. • Make a note of all the adjectives they use in their description and write them onto a post-it note (one per adjective). • Get them to practise putting some of their adjectives together e.g. <i>big</i> and <i>hairy</i> to create a noun phrase – <i>a big, hairy troll.</i> • Once they have created some noun phrases work on adding them into sentences using the sentence openers in the resources. • Finally ask your child to use the sentences they have created to write a short descriptive passage about their character. • Read it back and check for correct punctuation (each sentence has a capital letter and a full stop) and to highlight the use of noun phrases. 		

5.	<p>Main outcome of the session: To write a diary entry using <i>because</i> and <i>and</i> to describe living in a house with an imaginary creature.</p>	<p>Subject knowledge for parents: In Y2, children develop their use of conjunctions. Previously they would have been focussed on using <i>and</i> to join two independent sentences. This is <i>coordination</i>. Conjunctions can also be used for <i>subordination</i>. This is when one part of the sentence only makes sense with the other part. The main conjunctions used for this are <i>if, when, because</i>. They can either be used in the middle of the sentence (between the two parts) or at the beginning (<i>because</i> is not encouraged to be used in this way in Y2).</p>
	<ul style="list-style-type: none"> • Talk to your child about the imaginary creature they created and what it would be like to live in a house with it – how would they feel? What would it do? Is it useful or an annoyance? • On a post-it note, write the two focus conjunctions – <i>and</i> and <i>because</i>. • Ask your child to say a simple sentence about the situation (without a conjunction) e.g. <i>A troll lives in my house.</i> • Hold up one of the conjunctions and ask them to use it to give more detail. If you hold up <i>and</i> they can add another sentence e.g. <i>and it eats all my food.</i> If you hold up <i>because</i> they will need to explain why e.g. <i>because it has nowhere else to live.</i> • Repeat a few times with them saying more sentences and alternating with the conjunctions. NB: Ensure that what they say after the conjunction is a sentence in its own right with a noun and verb e.g. <i>It has nowhere else to live.</i> • Give your child the diary template (see resources) and ask them to write down the sentences they have thought about. • Check and highlight at the end where they have used a conjunction and look for correct punctuation of full stops and capital letters. 	
6.	<p>Main outcome of the session: To read and explore the vocabulary in a poem and suggest improvements.</p>	<p>Subject knowledge for parents: In Y2, pupils are asked to talk about their favourite words in the texts they read. This can be done by evaluating the words used and looking for other words which mean the same thing (synonyms). Here they will look at whether they can improve the poem with different word choices.</p>
	<ul style="list-style-type: none"> • Look at the second poem <i>Please, Mr Troll</i> and ask your child to read it with you. They should be able to read most of it but again you may want to pick out some words to read together first e.g. <i>please, hooves, peace, grass, juicy, roar, friends, overhead, scared, bridge.</i> • Ask your child to highlight all the noun phrases they can find e.g. <i>juicy sweet, dainty hooves.</i> • Talk about some of the words they have created and whether they know what they mean. • Give them the shaded grids from the resources and ask them to use an online thesaurus such as kids.wordsmyth.net to find other words which could be used instead. • Ask them to try their new words out and re-write the poem with some changes – has the new vocabulary improved the poem? 	

7.	<p>Main outcome of the session: To recall previously taught words and the tricky parts of them.</p>	<p>Subject knowledge for parents: Both the national curriculum and individual spelling programmes have lists of words which children need to learn to read and spell as they will be using them frequently. Some of these are deemed to be 'tricky' while they are developing their knowledge of phonics and spelling patterns. These words need to be learnt and taught discretely with specific strategies for recalling the 'tricky' bit. These words revise those taught in Y1.</p>
<ul style="list-style-type: none"> • Look at the word cards in the resources and ask your child to read them to you. • Lay each card out on the table face up and give your child some clues about it e.g. <i>It has three letters in it or it has a vowel at the end.</i> Alternatively, you can give them the words clues from the resources to work through independently. • Once your child has worked out the word they can tell you and say the letters for how to spell it (or write it as an answer if using the sheet). • Once completed, ask your child to come up with some clues for you to work out. NB: For this activity to work, your child will need some basic vocabulary linked to words e.g. letter, vowel and consonant. 		
8.	<p>Main outcome of the session: To write a diary to show how the troll is feeling using correctly punctuated sentences.</p>	<p>Subject knowledge for parents: In Y1 children are expected to use some capital letters and full stops in their writing. It becomes harder for children to know when to use this punctuation as they begin to write more sentences and their sentences become longer. The simplest way to explain this is that a sentence is about one idea: it is about something (the subject which is the noun) and there is an action (the verb to show what the subject is doing) e.g. <i>The dog barked.</i> Children need to look out for this structure in order to know when it is time for a full stop. NB: The words <i>was, is, has, had</i> etc... are also verbs.</p>
<ul style="list-style-type: none"> • Re-read the poem and ask your child to consider how the troll is feeling. • Look for evidence in the text that lets you know that he isn't very happy about being shouted at all the time. • Read the example diary entry in the resources and ask your child to spot what is wrong with it (it has incorrect punctuation). • Ask them to identify where they think a new sentence should be and to underline each one in a different colour. • Go back and check that what they have underlined has the components of a sentence and sticks to being about one thing. • Once you are happy that they have correctly identified each sentence, ask them to add in the correct punctuation. • Now talk about what they would write in a diary if they were a troll, thinking back to their ideas at the start. • Ask them to write their own diary entry focusing on correct punctuation of their sentences. • As an extension, they can also include conjunctions between their sentences and some noun phrases. 		

9.	<p>Main outcome of the session: To plan a letter to the troll from another character.</p>	<p>Subject knowledge for parents: In school, children will have had experience of writing letters both as themselves and in role as a character. These need to be kept to a simple format with them understanding how to start with <i>Dear/To</i> and end with <i>From</i>. There are also some other key structures which will support them:</p> <ul style="list-style-type: none"> - say why you are writing - share your thoughts, feelings, news in a series of sentences - ask a question to your reader - include detail and description
<ul style="list-style-type: none"> • Read the letter from the troll in the resources together and look for the key features of a letter. Highlight them for future reference. • Re-read the letter and this time ask your child to look for the skills they have been practising e.g. using <i>and</i> and <i>because</i>, using noun phrases and correct punctuation. • Talk about how they would want to respond to the troll if they were the character receiving the letter – what would you say to him? • Ask them to choose 3-4 things they would want to say to the troll and how they would say them in a sentence e.g. <i>I am sorry for keeping you awake.</i> • Look at the planning format and ask them to make notes in each section. • When they have finished, ask them to orally rehearse saying the letter to you in role. • Add in any extra ideas they think of after they have read it. 		
10.	<p>Main outcome of the session: To write a letter to the troll in role as a character. Apply all writing skills practised over the 10 sessions.</p>	<p>Subject knowledge for parents: Children need to know how to turn their plans and ideas into a final piece of writing. They need to talk through their ideas before writing them down sentence by sentence.</p>
<ul style="list-style-type: none"> • Look back at the model letter and the plan created by your child. • Ask them to say their letter out loud again, checking that they have included all the things on their plan that they want to say. To support your child, get them to record their verbal letter onto a device so that they listen back to it as they write. • Look at/listen to their sentences and ask to think about where they could use a conjunction to join them together or where they could use noun phrases to give more detail and description. Re-record if required. • Ask them to now write their letter to the troll independently, sentence by sentence. • When they have finished ask them to read it back and check that they have punctuated each sentence correctly (repeating the previous sentence identifying activities as appropriate) and highlight the skills used: <ul style="list-style-type: none"> ○ and ○ because ○ noun phrases <p>NB: Your child will be making choices about their spellings based on their phonic knowledge. Don't expect all spelling to be correct. Instead look at how they have heard and represented the sounds in the words they have written e.g. <i>bridj, noizee lowd, nayber</i>. Are their choices 'phonetically plausible'?</p>		

Resources

Session 2 - Rhyming ladder

bumps

knocks

Session 4 - Descriptive sentences

This is a _____.

It has _____.

It likes to _____.

It eats _____.

It lives in _____.

Session 6 - Alternative words

dainty

juicy

cosy

sweet

dark

deep

Session 7 - Spellings

house	you
your	friend
my	no
some	he
go	to

Clues

1. This word has 3 letters.
2. This word has two letters. The 2nd letter makes an oo sound.
3. This word has five letters. The last letter is a vowel.
4. This word has four letters. Three of the letters are the same as in another word.
5. This is the longest word. It has two consonants at the start.

Session 8 - Mr Troll's diary



Dear Diary,

i had another awful day's sleep the boy came running over my bridge again he was shouting at me i just wanted to get some rest i don't know why he keeps coming i don't want to play games with him in the end i gave him what he wanted because it was the easy thing to do i hope he stays away today i have been working all night and i really need some rest!

Session 9 - Letter

Mr Troll

Bridge No. 8

The Swamp



Dear Child,

I am writing to you because I want to let you know how I am feeling. I work hard all night and I need to sleep in the day. I can't get any rest because you come trip-trapping over my bridge. You have very noisy hooves and they make my head throb. I know you are only having fun and you want me to play games with you. I am just too tired after my long night and can't do that. Maybe you could try my neighbour at bridge number 10 because he is retired. He doesn't work anymore and he loves to play silly games and to frighten small children. Please listen to me because I can't take anymore of your noise. How would you like being kept awake?

I hope you listen to me and you never come near my bridge again!

From,

Mr Troll



Letter plan

Dear	Why you are writing	What you need to tell them (3-4 things)	Question	From