

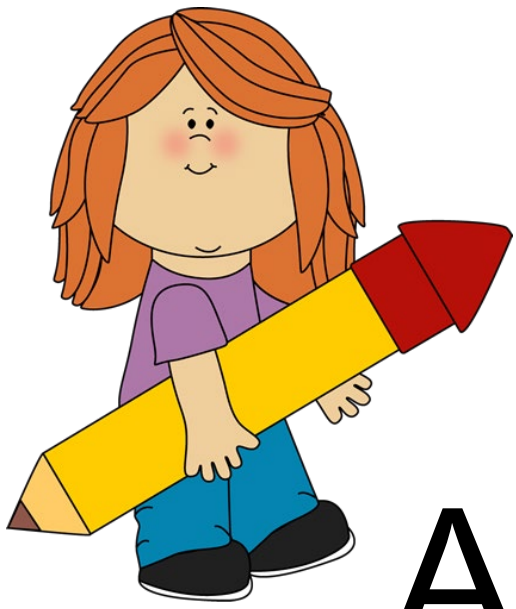


English - Home Learning

Summer Two - Week Three

Year Two

Simon Sock



As writers we are
writing narratives with
coherence.

This week we are going to practise:

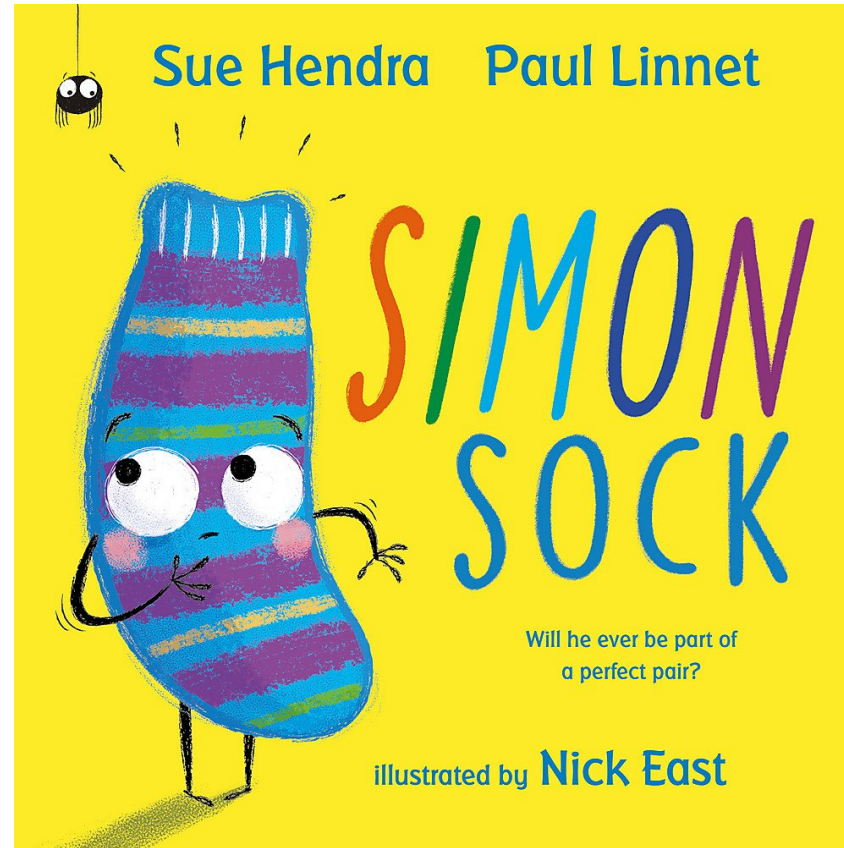
- composing sentences – ensuring our writing is coherent
- using time words (fronted adverbials of time) to continue a story.

You can download all the resources that you need from our website.

www.walter.wokingham.sch.uk



This week's work is based on the story Simon Sock. Mr Herlihey has recorded a video for Walter Tube.



<https://youtu.be/3QR4nCcY5aY>

Lesson 1 - planning

You are going to write your own version of Simon Sock. You could change your character's name, you could change the item of clothing (but it must be something that comes in pairs) and you could change some of the events or other characters that Simon meets. Use the story map to help you with this.



1

2

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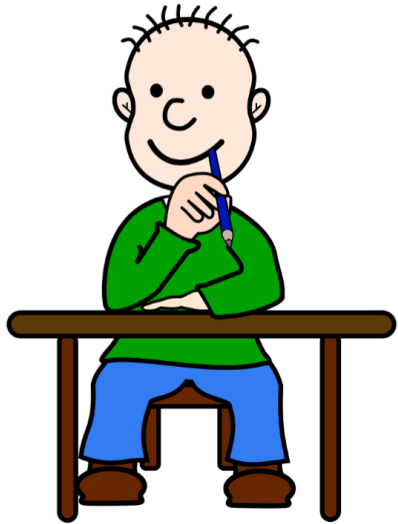
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Lesson 2 – writing the Opening

- We are going to write our opening to our story.
- How do we write a sentence? What is the process?

think it



What are you writing about?
What could you include?

say it



Say your sentence lots of times.
Use your fingers to help.

write it



Use your best handwriting.
Use your phonics and word
banks to help with spellings.

read it








































































Read through all your writing.
Check that it makes sense and
correct any mistakes.
Can you improve your work?

What story openers can you think of?

- Simon is a very stripy but sad sock.
- Once there was a very sad and lonely sock called Simon.
- Simon was a stripy, brightly coloured sock but he was very sad.

Use one of the example or think of your own to start your story. Remember your opening needs to be well thought out and grab the readers attention to 'hook' them in. Write from the where the boy receives an invitation through the post and what it says. Just focus on the opening today. Use your phonics to help with spellings. Remember to say your sentences out loud first and check through your writing. Ask for help from a grown up if you need to, but have a go first! There is a phonics mat on the next page.

s 	a 	t 	p 	i 	n 	m 
d 	g 	o 	c 	k 	ck 	e 
u 	r 	h 	b 	f 	ff 	l 
ll 	ss 	j 	v 	w 	x 	y 
z 	zz 	qu 	ch 	sh 	th 	ng 
ai 	ee 	igh 	oa 	oo 	oo 	ar 
or 	ur 	ow 	oi 	ear 	air 	ure 
er 	ay 	ou 	ie 	ea 	oy 	ir 
ue 	aw 	wh 	ph 	ew 	oe 	au 
ey 	a_e 	e_e 	i_e 	o_e 	u_e 	

Common Exception Words

I	no	the	to	go	into
he	are	she	her	we	was
me	all	be	they	you	my
said	little	have	one	like	
were	so	there	do	what	
some	when	come	out	oh	
Mrs	Mr	people	their	called	
looked	asked	could			

Conjunctions

but	if	when
because	or	and

Lesson 3 – writing the middle

- Today we are going to focus on using ‘time words’.
- We can use time words to help us convey a sense of when things are happening in the story.
- They help carry the story forward.
- Time words also help to make your story more coherent (which means that it makes sense and flows).
- There are some examples on the next page.



Examples of time words

Soon	Next	Then	Afterwards
Later on	Suddenly	One morning	Later
Finally	Meanwhile	After that	Just then

Including time words in our writing

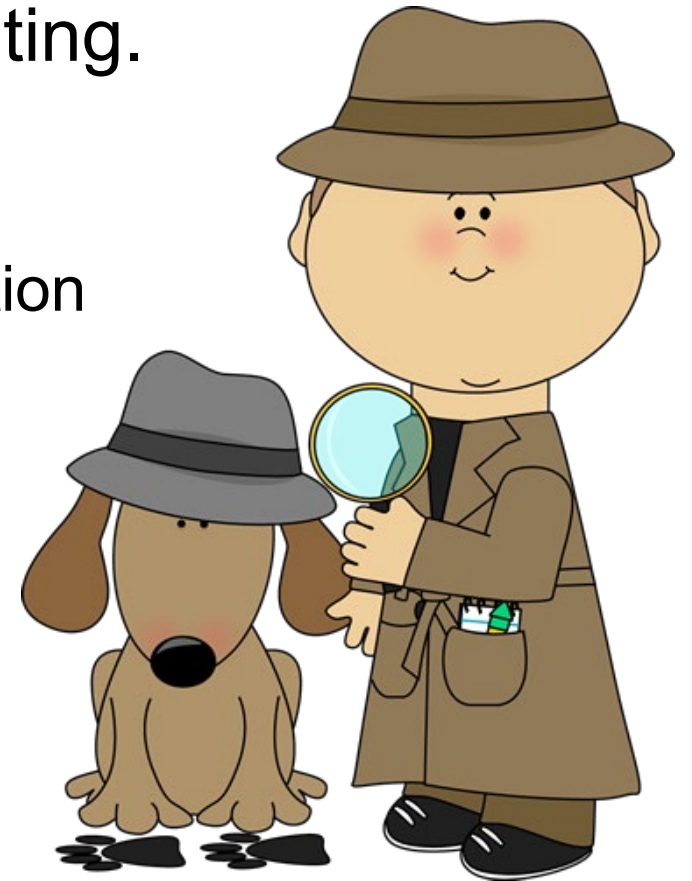
- We are going to focus on the middle of the story.
- Here is where you can introduce all your rules.
- Try to use some time words at the start of your sentence. Here are some examples.
- **Then** Ted grabbed Simon and rushed down the stairs.
- **Next** Ted found a different friend for Simon but he was far too prickly.
- **Suddenly** Simon fell onto the floor with a thud!

Lesson 4 – writing the ending

- Today we are going to focus on writing the ending of the story.
- Think about all the things that we have been doing this week so far. Composing our sentences carefully one at a time and trying to include time words.
- Keep writing the rest of the story.
- Don't forget the joke or the twist in the story - that he ends up with something different as a friend (Betty the banana).
- Remember to use time words and to use your phonics if you cannot spell a word. Always ask a grown up for help if you get stuck!

Lesson 5 – publishing our story

- Today we are going to publish our writing.
- The first thing to do is to check through your writing.
 - Make sure it makes sense and that it is coherent.
 - Check for any spelling mistakes.
 - Check for any missed capital letters, full stops/question marks/exclamation marks.
 - Check that your sentences are not too long!



Handwriting

- When you publish your story make sure that it is in your best, most amazing handwriting.
- Some of you might be ready to join, others might not be joining yet and that is fine!
- Remember that all your words and letters should stick to the line.
- If you are joining your letters you will see the correct letter formations on the next page to remind you.

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

Tortoise Letters



a c e i m n o

r s u v w x z

Monkey Letters



f g j p q y

Giraffe Letters



b d h k l t