English and Guided Reading
Spring 1 – Week 4

Try and practise our Talk for Writing story, everyday, with me. You can find it here:

https://www.loom.com/share/da8d32a0e65a4a88a4907f5f2861151a

Guided Reading

This week, please watch the Talk for Writing story every day and join in with the story and actions. This is a really good way to memorise the events in the story so will you will find it easier to retell. The link is here and can also be found on the Year 2 page of our school website.

There are still some guided reading activities at the beginning of each lesson this week.

Guided reading is a great way to support reading development as well as enhancing knowledge of writing. We will include two pages of reading with suggested questions as well as a quick Guided Reading task at the start of each English lesson this week.

Please note: there is no Guided Reading activity set for Wednesday as the English lesson consists of a longer piece of writing that will likely take longer than our usual English lesson tasks.

If you are unsure about any of this, please email Miss Sharpe at r.sharpe1@sttommor.bham.sch.uk

Monday

Monday - Guided reading.

Here are some ideas of questions you can ask your child as you read the story…

Read page 11 and 12.

Page 11 (slide 13)

Why was the 'throne empty' and the streets 'deserted' when the Egyptian servant girls arrived in Memphis?

Why were the Egyptian servant girls so angry?

Why do you think the author has used the word 'snapped' instead of 'said'?

Page 12 (slide 14)

What does the word 'distant' mean?

What phrase means that the pyramids were really tall?

Did the pharaoh travel a long way? How do you know?

Why did the shoe not fit any of the girls who tried it?

Monday - Guided Reading – quick task…
Can you discuss the words on left and match them to their definition on the right.
No need to write this down…

deserted	to travel somewhere. (verb)
barefoot	to gather or travel together in a large group or crowd. (verb)
journeyed	empty, no people around. (adjective)
steep	wearing nothing on their feet. (adjective)
flocked	having a very sharp slope. (adjective)

Monday

LO: to make a plan for my own writing

Discuss with an adult…
Look at the following sentences. How do you know which one is a question and which one is an exclamation sentence when they can both start with how and what ?

How happy Rhodopis was when she saw her slippers

What did Rhodopis wear in her hair

What a beautiful voice she had

How did the servants get to the court

What do we mean by the 'setting' of a story?

Today we are going to think about the setting of Egyptian Cinderella.

Setting

When we think about the setting of a story, we can break this down into groups:

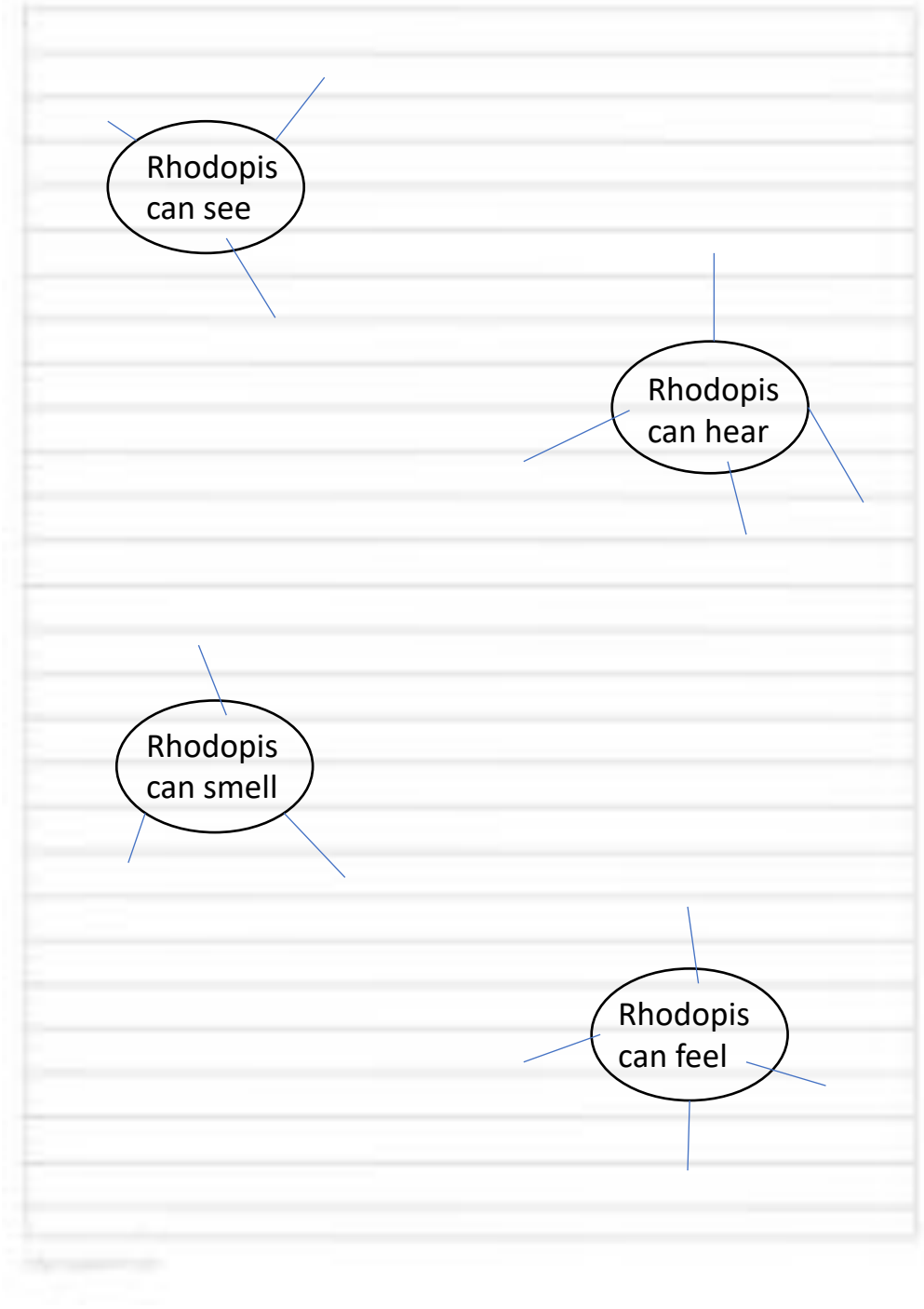
- What the characters can see
- What the characters can hear
- What the characters can smell
- What the characters can feel

Setting

Task:

Today, you need to make 4 separate mind maps – one for each of the groups we talked about on the last slide.

The page in your book might look something like this…



Remember to be specific. If you think Rhodopis can see trees, what are the trees like? If you think she can hear birds, what noises are the birds making? Is it a loud noise or a quiet noise?

Use the pictures on the following slides to help you with each mind map.

Rhodopis saw













Rhodopis heard











Rhodopis felt











Rhodopis could smell









Tuesday

Tuesday – Guided Reading

Read page 13 and 14. Here's some examples of questions you can ask your child as you read…

Page 13 (slide 15)

Why did Amasis think he had to marry the maiden who owned the slipper?

Why do you think the royal barge made so much noise?

Why did the servant girls run to the water's edge?

Why do you think Rhodopis ran away when everyone else went to see?

Page 14 (Slide 16)

Why did the servant girls not tell the pharaoh who the slipper belonged to?

What does 'wearily' mean?

What stopped Amasis from leaving?

Tuesday – Guided Reading – Quick task

A noun is

A verb is

Look at the words below. With an adult, discuss whether each word is a noun or a verb.

searched tiny rowed fled

ran royal clapped

rose-red said

Tuesday
LO: to compare two pieces of modelled writing.

How do you tell the difference between a question and exclamation sentence?

Copy the sentences and add the correct punctuation: ! or ?

How embarrassed Rhodopis was when the servants called her names

How do you think Rhodopis felt when the falcon stole her slipper

What a splendid red and white crown the Pharaoh wore

What sign did the god Horus send the Pharaoh

Tuesday
LO: to compare to pieces of modelled writing (setting description)

On the next two slides there are two different examples of a character description. The children need to discuss with you which writing they think is better and why? Here are some questions to help…

- Is the writing interesting to read or listen to?
- Are there lots of adjectives being used?
- Do the sentences sound the same every time?
- Are some sentences longer and some shorter?
- Are there different type of sentences? (A question, an exclamation sentence, a statement, a command)
- Do the text contain conjunctions?
- Do the sentences always start the same way, for example, do they all start with “She is…”

Read the first character description and discuss how it could be improved before reading the next one.

Modelled Writing 1

The story setting

Everyday Rhodopis saw the sun in the sky. She saw the palm trees and the cliffs. As she walked to the River Nile she saw people sailing up and down the river. Underneath the fig tree she saw her master sleeping. Rhodopis heard the geese hissing. She heard the birds singing. She heard the hippo splashing. In the garden she heard the servants talking about her and her master snoring as he slept under the fig tree. As Rhodopis walked she felt the sun on her face and the bumpy ground under her feet. The long reeds tickled her face. As she washed the clothes in the river she felt the cold water on her hands. Rhodopis could smell the pink flowers in the garden and as she walked by the river she could smell the dirty water and the damp soil.

The story setting

Everyday Rhodopis saw Ra the golden sun in the clear blue sky. She saw the tall palm trees and the steep cliffs in the distance. As she walked happily to the River Nile she saw people sailing up and down the huge river. Underneath the fig tree she saw her kind master sleeping. How soundly he slept! In the garden Rhodopis heard the geese hissing when they were being chased away from the onions, the little birds singing happily and the hippo splashing playfully in the muddy water. She heard the thoughtless servants talking about her and her master snoring as he slept in the shade under the fig tree. As Rhodopis walked she felt the beautiful warm sun on her rosy red cheeks and the bumpy, uneven ground under her tiny feet. The long reeds tickled her beautiful face. As she played happily with her animal friends she felt the little birds pecking her hands as they ate the crumbs. As she washed the clothes in the river she felt the cold water on her dainty hands. Rhodopis could smell the beautiful pink flowers in the garden. How delightful they were! As she walked by the river she could smell the dirty water and the damp soil. Can you imagine how unpleasant it was?

Go to the next slide to see some annotated key features…

Modelled Writing 2

The story setting

Everyday Rhodopis saw Ra the golden sun in the clear blue sky. She saw the tall palm trees and the steep cliffs in the distance. As she walked happily to the River Nile she saw people sailing up and down the huge river. Underneath the fig tree she saw her kind master sleeping. How soundly he slept! In the beautiful garden Rhodopis heard the geese hissing when they were being chased away from the onions, the little birds singing happily and the large hippo splashing playfully in the muddy water. Why must he splash her with dirty water? She heard the thoughtless servants talking about her and her master snoring loudly as he slept in the shade under the fig tree. As Rhodopis walked she felt the beautiful warm sun on her rosy red cheeks and the bumpy, uneven ground under her tiny feet. The long reeds tickled her beautiful face. The edge of the river was her favourite place to go because she could spend time with her wonderful animal friends. As she played happily with her animal friends she felt the little birds pecking her hands when they ate the crumbs. As she washed the clothes in the river she felt the cold water on her dainty hands. Rhodopis could smell the beautiful pink flowers in the garden. How delightful they were! As she walked by the river she could smell the dirty water and the damp soil. Can you imagine how unpleasant it was?

Adjectives Questions Conjunctions Exclamation sentences adverbs

Tuesday – Handwriting

Practise your handwriting by copying this sentence. Don't join your letters for this but focus on forming each letter correctly, starting and finishing on the line in your book and making all of your lower case letters the same size.

The falcon dropped the red-rose slipper onto the pharaoh's lap.

Wednesday

Wednesday

LO: to use expanded noun phrases



Wednesday
LO: to use expanded noun phrases

Today, you are going to look at the work you have done this week and use it to help you write a setting description.

To start, have a read through the second modelled writing from yesterday to give you some ideas.

Next, have a look at the mind maps you created about the setting – use this to remind yourself of the wonderful vocabulary you have already thought of, that's why you wrote it!

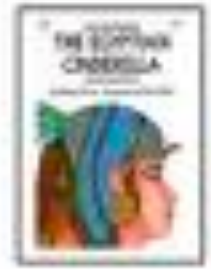
Then, just before you get started, have a look at this Success Criteria. You can use this like a checklist to make sure you've included all the things that make you a great Year 2 writer!

- Capital letters for the beginning of a sentence
- Capital letters for proper nouns
- Full stops, question marks or exclamation marks to show the end of a sentence
- Adjectives to describe
- Conjunctions (and, but, because, if, etc.) to extend sentences and give more detail.

Other things you may wish to use:
- Adverbs
- Questions
- Exclamation sentences

On the next slide is a bank of useful words you may want to magpie for your writing.

Egyptian Cinderella



Egypt

Rhodopis (rosy-cheeked)

pirates

Greece

slave

master

friends

animals

rose-red slippers

Kipa

falcon

Pharaoh Amasis

chariot

queen

Thursday

Thursday – Guided Reading
Read page 15 (the final page). Here's some examples of questions you can ask your child as you read…

Page 15 (Slide 17)

Why do you think it says "commanded" instead of "said"?
Can you think of any other words an author might use instead of "said"?
What did Rhodopis pull out of her dress?
Why does Amasis think that Rhodopis is the "most Egyptian of all".

Thursday – you have now finished reading the whole story. Discuss the questions below with someone at home to see how well you remember the story.

Who are the characters?
Where was the story set?
What is the story build up?
What is the problem?
How is the problem resolved?

Why does the story need to be in order?

Thursday
LO: to sequence a story

TASK – here are some sentences telling the story of Egyptian Cinderella but they have been jumbled up! Can you write them in your book in the correct order?

Finally the pharaoh sae Rhodopis and made her try on the slipper. It fit perfectly and they lived happily ever after!

Rhodopis was given some beautiful, rose-red slippers.

When Rhodopis was working, by the river, the Flacon took one of her slippers to the pharaoh in Memphis.

She made friends with the wonderful animals and liked to sing and dance for them.

The pharaoh was throwing a big party and invited everyone. The servant girls told Rhodopis to stay behind and do jobs.

The Pharaoh went searching for the maiden who owned the slipper but it didn't fit anyone.

Rhodopis looked different from the Egyptian servant girls. They were unkind to her because she looked different.

Friday

Thursday – Guided Reading Quick task

Please write and complete the sentences in your book.

At the end of the story, I think Rhodopis felt…

I think this because…



Friday

Task: Complete this weeks spelling test.

Look at your spellings for next Friday.

Can you write a sentence for each one?