

Monday - Story innovation and planning

This week we are going to write our own Katie in London story! There are some details we are going to change!

Who is visiting, who they go with, which places they visit and the gift that is given to the lion. We are going to try and include some different sentence types, conjunctions and expanded noun phrases that we practised last week within our writing.

Attached below this plan is an example planning sheet and a blank planning sheet for you to use.

It takes you through steps of the story (written at the top of each box) with word choice boxes below.



Watch the supporting seesaw clip and decide what is going to happen in your story!

Year 2 Home and In School Learning

English - Reading and Writing

Katie in London



Key objectives:

To innovate and plan a story

To write a short story using a plan

To include adjectives and conjunctions in writing

To listen to stories from with similar themes by the same author

To identify similarities and differences in stories and express preferences

Katie book links:



Katie and the Starry Night

<https://www.youtube.com/watch?v=YA50Amsw9Xc>



Katie in Scotland

<https://www.youtube.com/watch?v=laORp52X8k0>



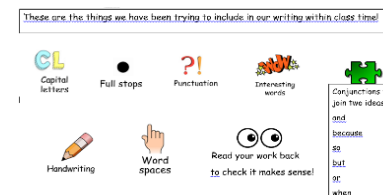
Katie and the Bathers

<https://www.youtube.com/watch?v=tR5hvDLYDCg>

Tuesday -

Today we are going to write our Katie story that follows the planner we created yesterday. Make sure you follow each box carefully so the story is in the correct sequence. Try to use the words you have thought about on your planner. **(See supporting seesaw clip).**

Consider the things we have been practising (see writing pictures attached below this document) and try to include some in your story.



Also attached below is an example of a story following the example plan! **IMPORTANT.... Please feel free to adapt the planner and length of story depending on your child's ability. We are very aware that children can sustain writing for different periods of time! For example, you may want to choose a particular section as per the example below and modelled on the SeeSaw clip. We are looking for quality not quantity!**

Friday

Choose your favourite Katie book that you have listened to. Send us a short recording on See Saw telling us verbally the following...

Which is your favourite and why?

How is it the same as Katie in London?

How is it different?

I can plan an innovation of the Katie in London story

I can plan the adjectives and words I will need



Who is your main character and who are they visiting London with?	How do they travel into London?	Meeting the Lion in Trafalgar Square	First attraction
Word choices:	Word choices:	Word choices:	Word choices:
Second attraction	Third attraction	Gift for the lion	End of your story
Word choices:	Word choices:	Word choices:	Word choices:



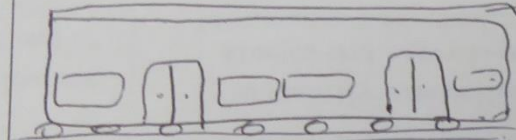
Example



Who is your main character and who are they visiting London with? ①



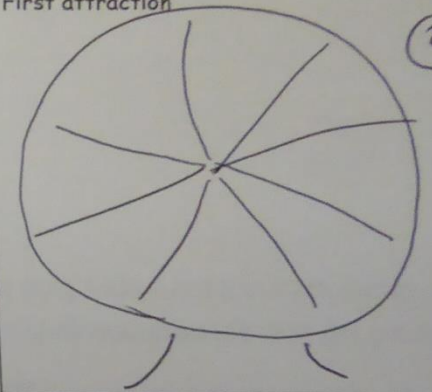
How do they travel into London? ②



Meeting the Lion in Trafalgar Square ③



First attraction ④



Word choices:

Gemma
Brother Jake
Grandad Fred

Word choices:

long noisy busy
train

Word choices:

bustling huge
stone
surprised alive

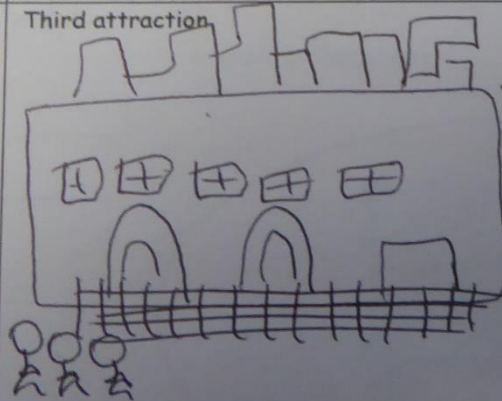
Word choices:

towering dizzy
height view
London Eye

Second attraction ⑤



Third attraction



Gift for the lion



End of your story



Word choices:

sparkling
beautiful
expensive
Crown jewels.

Word choices:

Buckingham Palace
grand guards
golden marching

Word choices:

warm ~~scarf~~
scarf bobble hat
gift wooly

Word choices:

meet
next time.



Story start example of a section of the story planner

This is an example of how the children would use the planning pictures and word boxes to write their story. We have included some of the things that are on the sheet below that the children have been considering when writing within class and highlighted them in red. I hope it is helpful!

Gemma, her brother **J**ake and their **G**randad were heading to **L**ondon!
They travelled on the train **because** it was a long way from where they lived and the roads were very busy. The **noisy** train sped along **but** the journey took a long time. When they arrived they went to **T**rafalgar **S**quare. "I'm so tired!" Grandad said **so** he sat down to have a rest on a **comfortable** bench and fell asleep. Suddenly a **huge stone** lion nearby came to life **and** asked them "Would you like to go on an adventure?" **G**emma and Jake were very **surprised** indeed **but** they thought it was a great idea!



Capital letters



Full stops



Punctuation



Expanded noun phrases



Conjunctions to join two ideas...

and

because

so

but

or

when



Handwriting



Word spaces



Read your work back to check it makes sense



These are the things we have been trying to include in our writing within class time!



Capital letters



Full stops



Punctuation



Expanded noun phrases



Conjunctions to join two ideas...

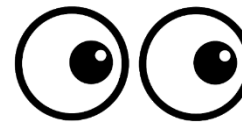
- and
- because
- so
- but
- or
- when



Handwriting



Word spaces



Read your work back to check it makes sense

