

English and Literacy Home Learning Read and Respond Units Year 2 - Week 2





Provided with our compliments by the English and Literacy LPDS Team



Week Two					
Year 2	Day 1	Day 2	Day 3	Day 4	Day 5
Focus text/theme:	The Porcupine	Little Red Riding Hood and	The Tummy Beast	Goldilocks and the Three	Review and Performance
Roald Dahl Poetry	Use the link below to listen	the Wolf		<u>Bears</u>	<u>Opportunity</u>
			Use the link below to listen		
	to and enjoy <i>The Porcupine</i>	The link below takes you to	to and enjoy The Tummy	Use the link below to listen	Review and discuss some
When following	from <i>Dirty Beasts</i> by Roald	a printed version of the	Beast from Dirty Beasts by	to and enjoy Goldilocks and	of the characters and
links online, parents	Dahl.	text, together with an	Roald Dahl.	the Three Bears from	poetry you have met this
should monitor that	https://soundcloud.com/p	audio recording by the	https://www.youtube.com	Revolting Rhymes up to	week.
children are	enguin-audio/revolting-	author, Roald Dahl. For the	/watch?v=tinzhrgFILE	3:59 mins.	Which has been your
remaining on that	rhymes-dirty-beasts	learning today, you will	Watch the clip again, this	https://www.youtube.com	favourite and why?
page only and are	inymes-unty-beasts	need to pause the	time while following the	/watch?v=IxHn2v3dz5E	
keeping safe online.	Watch this short clip to find	recording at various points	text, accessible here:	Jot down new or	Extend your reading with
0 110 11	out more about	to make predictions and	https://www.poetryfounda	interesting words to	some further <i>Revolting</i>
Roald Dahl may	porcupines.	have discussions with your child.	tion.org/poems/51659/the	explore meanings and	Rhymes referenced in the links below.
already be one of your favourite	https://www.youtube.com	https://childrens.poetryarc	<u>-tummy-beast</u>	discuss, e.g. delinquent,	links below.
authors, but did you	/watch?v=KSadv0qmZ6s	hive.org/poem/little-red-	If you are able to, print off	tot, suggestion, distressing, house-proud, cherubs etc.	Select one of the poems or
know he was very		riding-hood-and-the-wolf/	the text from the link	Model orally putting new	a favourite section of a
skilled at writing	Discuss what it must have	Introduce the poem and	above. Highlight the lines	words into different	poem. Re-read and put
poetry too?	felt like for the child in the	explain that you are going	spoken by the mother in	sentences and encourage	actions to it so that you ca
poetry too:	poem!	to listen to it in parts. Start	one colour, and those	your child to do the same.	perform it to your family!
The extracts used		listening and then pause	spoken by the child in	Listen from the start to	Remember to use voices
this week are from	Listen to the poem again,	the recording at 1:02 mins.	another.	3:59 mins again.	for different characters an
Revolting Rhymes	stopping to write down	Make predictions. What		The narrator repeatedly	to pause in all the right
and Dirty Beasts,	favourite words and	do you think might happen	Use this highlighting to	asks, in response to	places!
both of which are	phrases. You may choose	next? What happened next	help you read the text	Goldilocks' actions, how	p.acco.
told completely in	to print off a copy of the	in the original tale?	aloud together. Put on	would <i>you</i> feel? Pause	
rhyme.	poem here:	3	your best character voices	each time this is asked and	
•	https://100.best-	Resume the poem. Pause	to perform! Perhaps you	discuss.	
Dahl did, however,	poems.net/porcupine.html	again at 1:40. Recap what	could take on different	The narrator also makes	
also use poetry	. Read together and	has just happened. Ask,	roles in your family!	clear her dislike for	
within some of his	highlight the key words and	what does the wolf want to	•	Goldilocks all the way	
stories, e.g. when	phrases.	do next? Discuss the need		through the poem. Discuss	



the Oompa Loompas sing about each of the children in Charlie and the Chocolate Factory and the window cleaners in The Giraffe, the Pelly and Me.

Design and create a poster warning children about the danger of porcupines!

Include some warning sentences starting with if, e.g. If you don't look carefully, you could sit on one by mistake! If you sit on a porcupine, its spikes will stick in you!

Pinch some of your favourite words or phrases from the poem, e.g. It will feel as if a hundred red hot bits of wire are puncturing your skin! Be sure you look before you sit!

You may also choose to use some key facts from the information clip, e.g. *The spikes are called quills and can come out very easily.*Ouch!

Include a diagram in your poster, labelling the key parts, particularly those dangerous quills!

Check punctuation and spelling together.

to warn Little Red Riding Hood!

Write Little Red Riding Hood a letter to warn her of the Wolf's intentions and the need to stay away from Grandma's house! Perhaps you could write as if you were a woodland animal – a friend of Little Red Riding Hood.

Remember to lay out your letter with your address, the date, to and from. Try to convince Little Red Riding Hood as much as you can to stay away! Check spelling and punctuation in each sentence together.

Finish the session by resuming the reading of the poem.

How is it different to the original tale? Are there any parts that surprise you?

Which version do you prefer and why?

Discuss what is happening in the poem. Why do you think the mother doesn't believe the child? How is the child feeling when the mother doesn't believe them? What happened to the mother at the end? What do you think the mother might say when she recovers?

Write a diary entry as if you were the child or the mother, recounting the key events of the day. You could even pinch some key words and phrases used in the poem!

Check spelling and punctuation in each sentence together.

how the narrator might describe Goldilocks, e.g. Naughty, spoilt, selfish. Do you agree?
Re-watch from 3:36 – 3:59 mins.

Pause and make a list of all Goldilocks' crimes.

Imagine that you are
Goldilocks. Write a letter
to the narrator, apologising
for your crimes, perhaps
providing some
explanation as to why you
did what you did.
Just like on Tuesday,
remember to lay out your
letter with your address,
the date, to and from.
Check spelling and
punctuation in each
sentence together.

Finish watching to the end of the clip. Do you think if the narrator had received your letter, the ending could have been different?



Additional Activities:

• Revolting Rhymes is made up of six fairy stories 'with a twist.'

They are all available to listen to on Youtube via the links below. When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.

Jack and the Beanstalk https://www.youtube.com/watch?v=CpAoCUN4toE

Cinderella https://www.youtube.com/watch?v=dLmNG5EbHvc

The Three Little Pigs https://www.youtube.com/watch?v=F5DS2DnsJ04

Little Red Riding Hood and the Wolf https://www.youtube.com/watch?v=Y3uVQIhSYfY

Snow White and the Seven Dwarfs https://www.youtube.com/watch?v=zUlg2OA ZOM

Goldilocks and the Three Bears https://www.youtube.com/watch?v=lxHn2v3dz5E

Which is your favourite and why? Write a review recommending your favourite to a friend!

- The film Revolting Rhymes (2016), combines some of the stories above and can be accessed in two parts:
 - https://www.youtube.com/watch?v=u52E05DAN 4 (Part One) Note: PG certificate
 - https://www.youtube.com/watch?v=oKhraBhAABA (Part Two) **Note: PG certificate**

Enjoy watching together. Can you identify each of the characters? Can you pause and predict what is going to happen next? Discuss how the film makers have combined the different tales. Would you recommend the film to a friend and why?