

ENGLISH Learn at Home packs: Year 2, Week 13

These notes are intended for teachers who are using these materials to continue to teach their class using any form of online file sharing.

'Your home-learning resources have helped our school immeasurably: they're so clear, and the fact that they are in daily chunks, with plenty of explanation for parents at home, has made them invaluable.' Nick, a Suffolk primary teacher.

Our small team have been working round the clock to produce these materials and we're really happy that huge numbers of teachers, schools and parents have found them useful – and emailed us to say so!

If you're not a regular user of Hamilton, why not consider becoming a [Friend of the charity](#) to access the teaching materials in English, Maths and Topics for the whole year? Or take a moment to browse our [free resources for schools](#).

The 'timetable' for this week's teaching and learning is as follows

- **Day 1** – Listen to Wilf Merttens tell the first half of the story of *Cinderella*. Write a profile of a character. Write entries from Cinderella's diary.
- **Day 2** – Listen to the remainder of *Cinderella*. Write a conversation between one of the Ugly Sisters and Mrs Beanstalk as speech bubbles and then also as punctuated sentences.
- **Day 3** – Listen to a reading of Roald Dahl's *Cinderella* from *Revolting Rhymes*. Look at vocabulary and rhyming within the story. Select your favourite of the two versions of *Cinderella* and explain why you think it the best.
- **Day 4** – Read *Why Not Me?* by Ruth Merttens and Jackie Abey. Answer questions about the story. Plan to write a story about the Woodpecker.
- **Day 5** – Re-read *Why Not Me?* Learn about the role of possessive apostrophes. Using best handwriting, write out the story about the Woodpecker planned yesterday.

Summary of content

Day 1 – Listen to part of a traditional tale; read and write character profiles; write imagined diary entries.

Day 2 – Listen to the remainder of a traditional tale; write dialogue as speech bubbles and as punctuated sentences.

Day 3 – Listen to an alternative version of a traditional tale; locate rhymes in poetry; explain preferences and give opinions about stories read.

Day 4 – Read a fiction text; answer comprehension questions about this; plan a story.

Day 5 – Re-read a fiction text; understand the purpose of possessive apostrophes; write a story from plans made earlier.