LPDS
Lancashire Professional Development Service

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

Lancashire County Council

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

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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?	

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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=zUlq2OA_Z0M

Goldilocks and the Three Bears https://www.youtube.com/watch?v=IxHn2v3dz5E

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?

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