

| Year 2 - English Lesson | |
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| Writing – Composition | Duration: 1 Hour |
| National Curriculum Objectives | |
| <ul style="list-style-type: none"> • (Writing – Composition) Develop positive attitudes towards and stamina for writing by writing about real events. • (Writing – Vocabulary, Grammar and Punctuation) Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. | |
| Lesson Objectives | Success Criteria |
| <ul style="list-style-type: none"> • Develop the knowledge to write about real events with some detail and organisation. • Develop the knowledge to use expanded noun phrases to add description and detail in writing. | <ul style="list-style-type: none"> • I can write about the Great Fire as a real event, including important details I have learned. • I can organise my diary entry with sentences that show the order of what happened. • I can include expanded noun phrases to describe people, places, or things in my writing. • I can choose and write describing words to make my diary entry more interesting. |
| Links to Previous Learning | |
| <p>The previous lesson laid the foundation for writing a diary entry by allowing pupils to explore and label images of the Great Fire of London using expanded noun phrases, which prepared them to incorporate descriptive language into their writing. By engaging with the event's details and developing their understanding of expanded noun phrases, pupils built readiness to express their thoughts and feelings in a structured format. This direct connection between identifying events and using descriptive language facilitated a smoother transition into writing a coherent and detailed diary entry.</p> | |
| Main Teaching (25 Minutes) | |
| Starter Activity (5 Minutes) | Resources |
| <p>Set out a tray with small items (matchstick, toy house, pebble, feather, button) and say, "These objects have watched the Great Fire!" Invite the child to pick one item and imagine what it 'saw' during the fire. Ask, "Describe what you think this object saw, smelled, or heard during the fire." Encourage them to use describing words and expanded noun phrases. Share aloud, e.g., "The frightened wooden matchstick saw bright, crackling flames."</p> | <ul style="list-style-type: none"> • Tray • Small household objects (at least 5) • Paper and pencil |
| Main Input (10 Minutes) | Resources |
| <p>Introduce the learning objectives and success criteria to the class. Show a large piece of paper labelled 'Great Fire Diary' and explain: "Today, we'll write as if we were in London during the Great Fire, using expanded noun phrases to add exciting detail." Place a toy figure on a timeline made with string and pegs to represent the days of the fire. Move the figure along to model sequencing events. Say, "First I saw the glowing orange flames, then I ran past the smoky, busy market." Write these sentences together, underlining expanded noun phrases. Ask, "What words tell us more about the flames or the market?" Point to images from the previous lesson and invite the child to add more descriptive phrases, modelling how to organise thoughts in order.</p> | <ul style="list-style-type: none"> • Large paper labelled 'Great Fire Diary' • String and pegs (for timeline) • Mini diary template with three boxes • Images from previous lesson • Sticky notes |



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| Guided Practice (10 Minutes) | |
| <p>Give the child a 'mini diary' template with three boxes and say, "Draw or write what happened first, next, and last." Encourage them to use expanded noun phrases, e.g., 'the thick, choking smoke' or 'the terrified townspeople'. Work together to create one sentence for each box, offering prompts like, "What words could we add to make this more exciting?" Listen as the child reads aloud, giving instant feedback: "Great describing word! Can we add one more detail here?" If needed, give choices on sticky notes (e.g., 'burning', 'crowded', 'frantic') to support vocabulary. Invite the child to act out or mime an event to help sequence and describe it. Check understanding by asking, "Which part happened first? How do you know?"</p> | |
| Independent Practice (25 Minutes) | |
| Working Towards Activity | Resources |
| <p>Model writing the start of a diary entry about the Great Fire of London together. Provide a simple word bank with expanded noun phrases (e.g., 'hot, crackling fire', 'thick, black smoke'). Give the child a structured template with three boxes labelled 'First', 'Next', and 'Last'. Say, 'Let's write short sentences for each box about what happened.' Encourage use of word bank to add description. Repeat each sentence aloud and ask the child to read back, checking order and details. Praise descriptive words and support with scribing if needed.</p> | <ul style="list-style-type: none"> • A4 paper divided into three boxes • Pencil • Word bank of expanded noun phrases |
| Age Related Expectations Activity | Resources |
| <p>Ask the child to write a diary entry as if they were living during the Great Fire. Prompt with, 'Start with Dear Diary,' and encourage sequencing by using the phrases 'First,' 'Then,' and 'Finally.' Remind them to use expanded noun phrases from their own list or the word bank, e.g., 'the frightened townspeople' or 'the glowing orange flames.' After writing, have the child check their work against a visual checklist: Did you include details? Did you use describing words? Is it in order?</p> | <ul style="list-style-type: none"> • Lined paper • Pencil • Visual checklist with success criteria |
| Greater Depth Activity | Resources |
| <p>Challenge the child to write a diary entry for two consecutive days of the Great Fire, showing how the event changed over time. Encourage rich expanded noun phrases and emotional language, such as 'hopeless, exhausted families' or 'smouldering, ruined market stalls.' Suggest, 'Describe how you felt each day and what you noticed.' After writing, ask the child to read aloud and underline every expanded noun phrase they used, explaining why each one adds detail or interest.</p> | <ul style="list-style-type: none"> • Notebook or several sheets of paper • Pencil • Coloured pencils for underlining |
| Extension / Challenge Activity | Resources |
| <p>Invite the child to create a diary entry from the perspective of an object that 'witnessed' the Great Fire (e.g., a pewter spoon, a windowsill, or a market basket). Instruct them to include expanded noun phrases and sequence the object's experiences, e.g., 'I, the battered pewter spoon, lay on the smoky, crowded table.' Encourage them to reflect on how the object's viewpoint changes what details are noticed. Ask the child to add a short reflection: 'What have I learned from seeing this event?'</p> | <ul style="list-style-type: none"> • Plain paper • Pencil • One small household object (e.g., spoon, button, toy) |



| Inclusivity Adaptations | |
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| SEN - Neurodiversity | Resources |
| <ul style="list-style-type: none"> • Seat the pupil at the front left of the table facing the teacher to reduce distractions. Break the diary writing task into three clear steps: draw event, say sentence aloud, write sentence. Use a laminated step-by-step checklist on the desk with simple icons representing each step. Say, 'First draw, then say your sentence, finally write it down.' Repeat twice to aid processing. Curriculum adapted to meet pupils' needs without lowering ambition. • Provide a tray with the same five objects (matchstick, toy house, pebble, feather, button) placed in a line left to right on the table. Ask the pupil to touch each item and say one word about it before imagining what it 'saw.' Give 30 seconds thinking time before asking, 'What did the [object] see?'. Use short 5-word sentences and repeat instructions exactly as: 'Say one word for this object.' Teaching is responsive and access is through method. | <ul style="list-style-type: none"> • Laminated step-by-step checklist with icons • Tray with matchstick, toy house, pebble, feather, button • Toy figure and string timeline with pegs |
| SEN – Limited Mobility | |
| <ul style="list-style-type: none"> • Seat the pupil at the front left of the table facing the teacher to reduce distractions. Break the diary writing task into three clear steps: draw event, say sentence aloud, write sentence. Use a laminated step-by-step checklist on the desk with simple icons representing each step. Say, 'First draw, then say your sentence, finally write it down.' Repeat twice to aid processing. Curriculum adapted to meet pupils' needs without lowering ambition. • Provide a tray with the same five objects (matchstick, toy house, pebble, feather, button) placed in a line left to right on the table. Ask the pupil to touch each item and say one word about it before imagining what it 'saw.' Give 30 seconds thinking time before asking, 'What did the [object] see?'. Use short 5-word sentences and repeat instructions exactly as: 'Say one word for this object.' Teaching is responsive and access is through method. | |
| EAL | Resources |
| <ul style="list-style-type: none"> • Pre-teach key vocabulary using flashcards showing words and pictures for 'fire', 'smoke', 'market', 'flames', 'terrified'. Show each card, say the word slowly, and ask the pupil to repeat twice. Display these cards on the table during writing to support word recall. Use sentence frames like 'The [adjective] [noun] saw...'. Use clear, 5-word sentences and repeat instructions exactly twice. • Use a simple graphic organiser with three boxes labelled First, Next, Last, each with a picture cue (fire, people running, burnt houses). Seat pupil at kitchen table with organiser visible. Model writing one sentence per box aloud, pointing to images and saying, 'First, the red flames burned.' Encourage pupil to point to pictures and say their sentence before writing. Curriculum adapted to meet pupils' needs with visual and language scaffolds. | <ul style="list-style-type: none"> • Flashcards with pictures and words: fire, smoke, market, flames, terrified • Graphic organiser with three labelled boxes and picture cues • Sticky notes with sentence starters in English and first language |
| Plenary (10 Minutes) | |
| <p>Ask pupils to share aloud one important detail they wrote about the Great Fire, confirming understanding of the event. Invite them to explain the order of their diary entry sentences, pointing to their mini diary boxes or timeline to demonstrate sequencing. Encourage children to highlight or read out their expanded noun phrases, explaining how these describe people, places, or things. Review their chosen describing words by having peers listen and give positive feedback. Celebrate progress by acknowledging creative language and clear order. Use questioning and peer feedback to consolidate learning and confirm each child's achievement.</p> | |



Safety Assessment

- Starter activity with small objects (matchstick, button) poses choking hazard; ensure adult supervision and keep items out of reach of younger siblings.
- Writing activities require use of pencils and scissors; provide child-safe scissors and monitor use to prevent cuts.
- Movement involved in miming events may cause trips; ensure clear, safe space free from obstacles during physical demonstrations.
- Home computer/tablet use poses risk of electric shock; inspect devices beforehand and keep work area dry and clutter-free.





Cut & Stick – Book Inserts

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