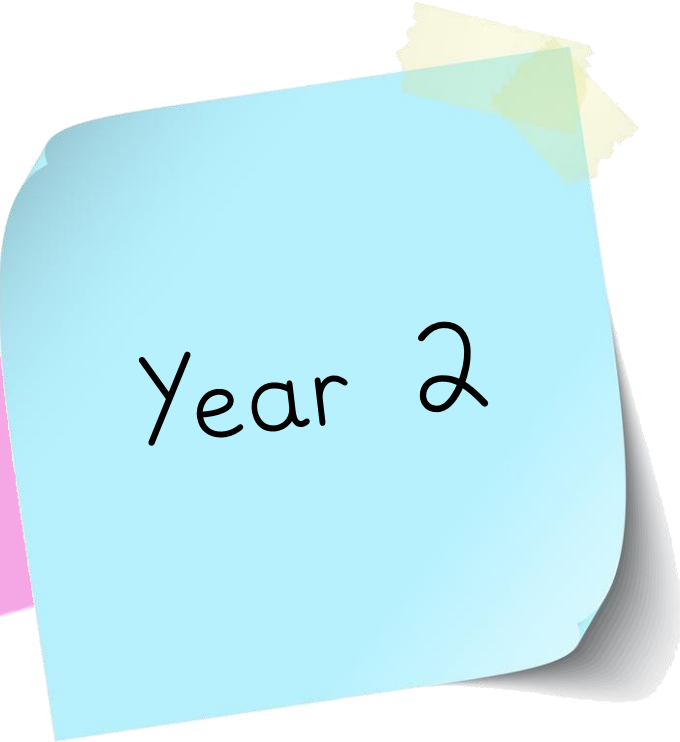




Lilliput
English
Workshop



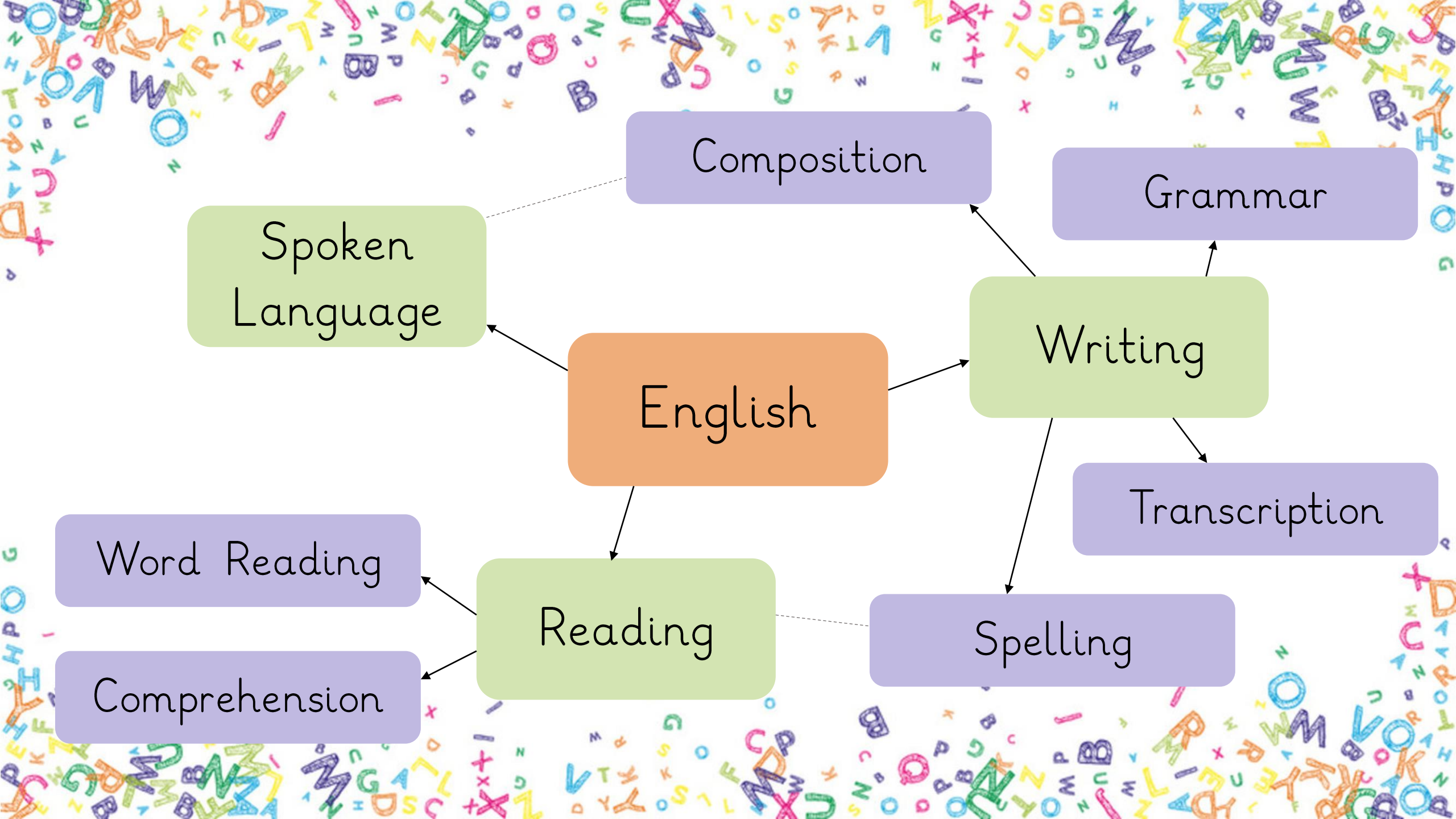
Year 2

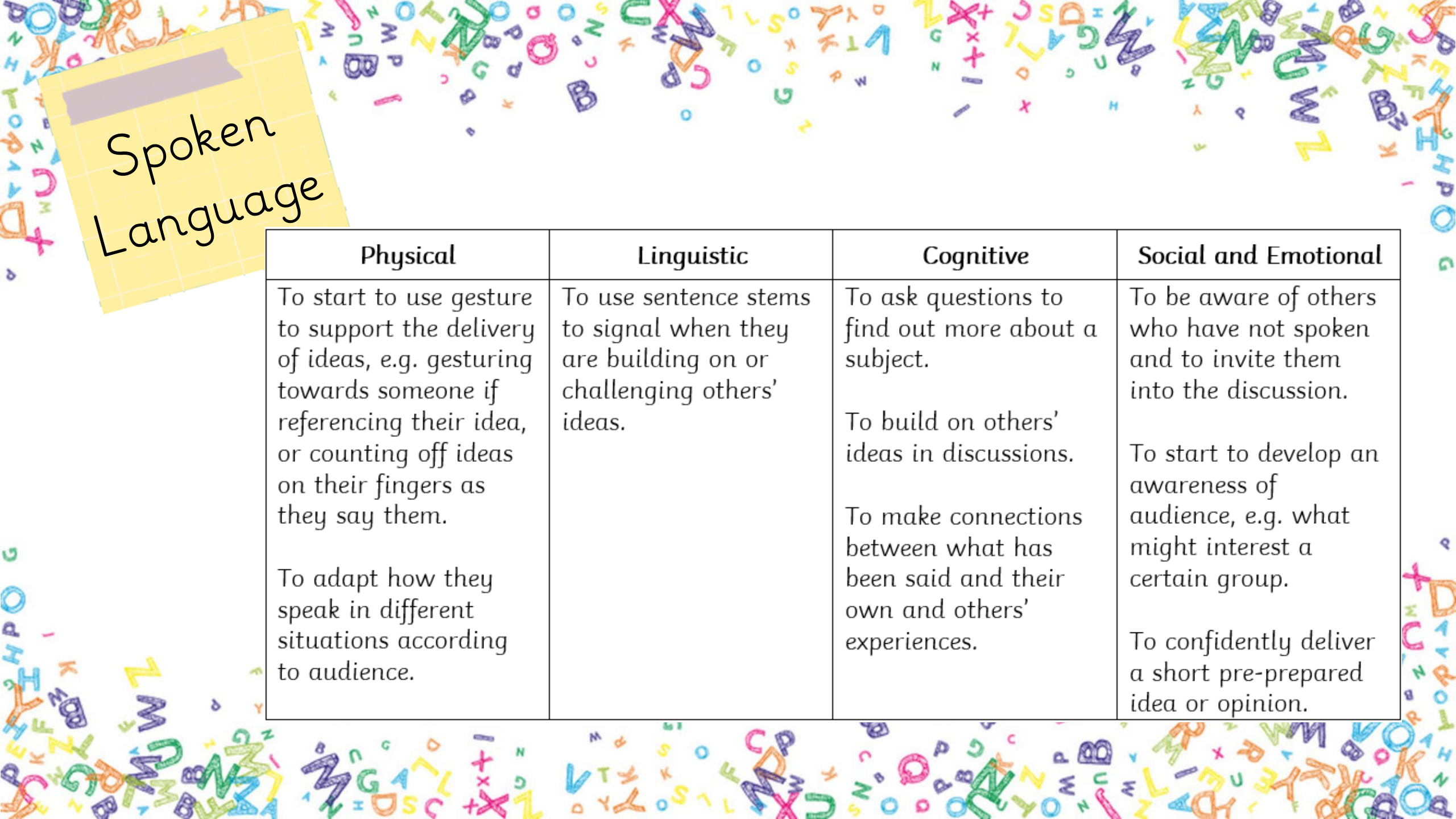


Today's Agenda



	What is English at Lilliput?
	Spoken Language
	Phonics and Reading
	Comprehension
	Reading at home
	Writing
	Handwriting
	Grammar
	Spelling
	Spelling at home



The background of the entire page is a dense, colorful pattern of various letters and symbols in different sizes and colors (red, blue, green, yellow, orange, purple). In the top-left corner, there is a yellow sticky note with a purple rectangular tab at the top. The text "Spoken Language" is written on the note in a black, handwritten-style font.

Spoken Language

Physical	Linguistic	Cognitive	Social and Emotional
To start to use gesture to support the delivery of ideas, e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. To adapt how they speak in different situations according to audience.	To use sentence stems to signal when they are building on or challenging others' ideas.	To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.	To be aware of others who have not spoken and to invite them into the discussion. To start to develop an awareness of audience, e.g. what might interest a certain group. To confidently deliver a short pre-prepared idea or opinion.



Spoken Language

- adults pre-plan vocabulary to introduce
- adults use sentence stems to support
- practice using expression and intonation when reading
- practice listening to other's opinions and responding
- link awareness of audience in writing to talk opportunities
- variety of small group and whole class talk opportunities

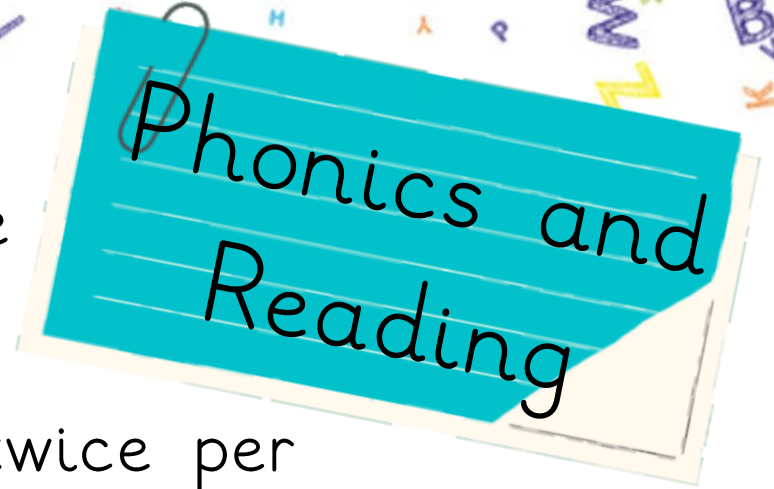


Spoken Language

At home, you could...

- engage your child in daily conversation
- build on their ideas in discussions
- model disagreeing and challenging their opinions
- model expression and intonation when reading to them
- model gesturing when talking

- the way to read unknown words
- reread to remove decoding, increase pace and add expression
- aim to read with all children at least twice per



week	phoneme	spoken sound	/k/	
	grapheme	written sound	c, k, ck	
	digraph	2 letters, 1 sound	/ai/	wait
	split digraph	2 letters, 1 sound, but apart	a-e	cake
	trigraph	3 letters, 1 sound	/air/	pairs

Phonics and Reading

(page 4)

1 Liam works...

Tick **one**.

outside all of the time. ☐

at a desk when it is cold outside. ☐

outside when it is sunny. ☐

at a desk all of the time. ☐

(page 4)

2 Which area of the park does Liam keep particularly nice for visitors?

Liam the Park Keeper

Meet Liam the park keeper

Do you like being out in the open air? Liam does! He works as a park keeper, which means he is outside all day long. He can listen to the birds and look at the beautiful trees and plants.

Liam has to keep his areas of the park looking their best for visitors, especially the rose garden. It's a very demanding job, but Liam enjoys it.



Liam the park keeper



This is the park where Liam works.

Liam's daily tasks depend on the weather and the time of year. His main tasks include:

- clearing away dead plants
- getting rid of weeds
- digging the soil
- putting in new plants
- keeping bugs under control
- cutting shrubs and clipping hedges
- raking up leaves
- cutting the grass.



Raking up leaves



Bulbs ready for planting



Liam puts in new plants.

Through the seasons



Liam's jobs change throughout the seasons.

Liam's jobs change throughout the year. Spring is the time to care for the lawn and old flower beds. Flowers are planted in spring ready for summer. From spring until autumn, the grass needs to be cut once a week.

During summer, Liam's main job is keeping the displays looking their best. Flower beds are watered every day and weeded. As the flowers fade, Liam cuts away the old parts.

In autumn, Liam plants bulbs ready for spring. He collects fallen leaves and gives the lawn some well-needed treatment.

In winter, he digs over the empty flower beds to keep the soil in good condition. He also creates new beds. The winter frost helps to break up the soil.

What Liam likes about his job

For Liam, the very best part of being a park keeper is being outside. Liam likes being outside and being active. He would feel very restless if he had to sit at a desk all day. Gardening keeps him fit, too.

Liam likes planting things and watching them grow. Every day, he sees how the park's visitors enjoy the gardens, and this gives him a real sense of achievement. He also likes being able to enjoy the park quietly in his spare time.

Liam enjoys time with the other park keepers. They do many jobs as a team, and Liam likes being able to talk to the others while he works.



Liam works with the other park keepers.

What Liam doesn't like about his job

The weather can make Liam's job much harder. There's snow and ice in winter, and it rains most of the year round. Liam likes his job least in the middle of summer, when it can be almost too hot to do anything.

Another problem is that it can be dirty work. It's easy to get cuts and scratches from the roses and other plants, and there are itchy insect bites to worry about in the summer.



It can be dirty work.

Phonics and Reading

Dora the Storer

Dora liked things. She didn't go out looking but somehow she always spotted them, lost or thrown away, just the very things she knew would come in useful one day.

Birdcages and bookcases, bicycles and balls, Dora found and kept them all. The one thing that Dora did not have was space.

Dora had no space to put things. Dora had no space to cook things. Dora had no space to sit or eat.

"I must find more space," she said, as she clambered carefully out of bed.

Later that morning, a slip of paper squeezed in through the letter box. Dora finally found her glasses and this is what she read:

JUMBLE SALE

FOR A VERY GOOD CAUSE

Bring all your old things

PLEASE BE GENEROUS

Come to the Village Hall
on Saturday 20th May
from 11am to 2pm.



Dora rushed around the house gathering up things she did not want. "I must be generous," she said. "I must take everything. It is for a very good cause."

Dora pushed her pram to and from the jumble sale hall. But as time went on, it got harder and harder to part with her precious finds. She could not help sniffing when she said goodbye to the bicycles and she cried as she wheeled away the lampshade.

Dora was exhausted when she got home. But when she looked around her house, she was pleased to see that there was so much space. There was also a lovely carpet on the floor that she hadn't seen for years.

But all that night, Dora couldn't get to sleep. She lay in the empty darkness thinking of all her precious things. She was sure they must be feeling unloved and unwanted. She could almost hear them calling to her. 'Come back and save us!'

When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.

"I'll get them back," said Dora, "if I have to buy them all. At least I'm the first in the line."



Six hours later, Dora was still waiting. "Hello," said a voice. "Have you been here long?"

Dora turned to see a woman with a little boy smiling up at her.

"I want to look too," said the boy, so Dora lifted him up.

"Ooh, Mum!" he shouted. "There's a bike in there."

Then an old man hurried up and peered in through the window too.

"Look at that lampshade!" he cried. "Just what I always wanted."

More and more people joined the line and peeped in through the window. They all saw things they wanted. "How useful! How beautiful!" they cried.

Dora said nothing, but she began to smile.

When the doors were opened and everyone rushed in, Dora was the first inside – but she didn't buy a thing.

She just watched and smiled as all her things were sold, and proudly pushed and carried off to their new homes.



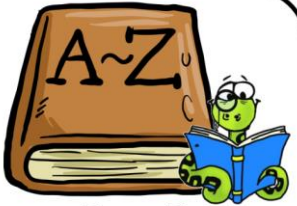
(page 11)

17 The boy and the old man wanted to buy something at the jumble sale.

The boy wanted to buy a _____.

The old man wanted to buy a _____.

Comprehension



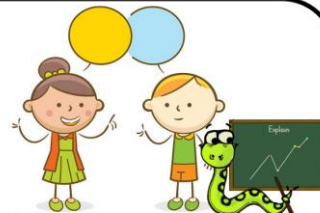
Vocabulary



Inference



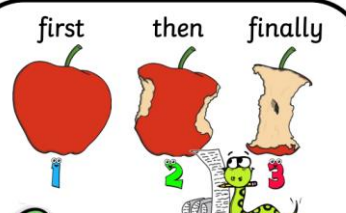
Predict



Explain



Retrieve



Sequence

Best during story time when the adult is reading.



Reading at Home

- daily is ideal (minimum 3x a week)
- 3 book bag books
- rereading until your child can read sentences in their normal talking voice
- check new vocabulary is understood
- increasing the length of stories you read to them
- don't test, tell

Reading at Home

- ✓ sounding often, lots of pauses and not confident
- ✓ ✓ some sounding and some sight reading, fewer pauses, more confident
- ✓ ✓ ✓ sight reading, normal speaking pace, using expression

Date, book and page number	Comments		
9/10 The Reluctant Dragon →p11	✓✓	used sounds well to read unknown words	
10/10 The Reluctant Dragon →p20	✓✓	reread beginning fluently	
11/10 The Reluctant Dragon p21-end	✓✓		
12/10 The Reluctant Dragon p21-end	✓✓		
13/10 The Runaway Pancake →p7	✓	lots of pauses	
14/10 The Runaway Pancake →p9	✓✓		
Tricky words, or words with unusual spellings, e.g. <u>school</u>			
decided	ready		
breakfast			
could			

Recording can be short and sweet.

It doesn't need to be a big job.

Any reading can be recorded.

fiction text.

text: Africa

SDTA ☺ ☹ ☹

Tuesday 5th July

AMAZING AFRICA

Africa is the 2nd largest continent on the planet.

Interestingly, Algeria is the largest country in Africa.

Research shows Mount Kilimanjaro is the highest mountain in the whole of Africa and it's in Tanzania.

Surprisingly, there are 54 countries in Africa.

Did you know there are over 2000 languages in Africa?

Great Girasses

Interestingly, girasses stand up pretty much all the time.

Did you know there are sixty eight thousand girasses left in the wild?

Fascinatingly, a girassé's neck can be six feet long!

Research shows that girasses are very peaceful animals.

A girasse likes eating small plants and lots of grass.

Writing

End of Year Goal

- writing practice every day
- use pictures to support ideas
- retell familiar stories
- write a range of genres including reports, diaries, letters and instructions
- 2 independent writing tasks per half term
- increase stamina for writing



Handwriting

- short practice every day
- starting pre-cursive
- will teach joins

Alphabet mnemonics
are on the website.





Grammar

- taught in small steps (practice then apply)
- taught in context and quizzed as lesson starter
- capital letters and full stops
- conjunctions: and, or, but, when, if, that, because
- word classes: nouns, adjectives, verbs
- expanded noun phrases (a dangerous dragon)
- sentence types:
statement, command, question, exclamation
- correct past and present tense



- currently embedding sound patterns
- will be focused on a spelling rule
- taught and practiced in a spelling lessons (ELS)
- applied in context
- beginning to focus on spelling correctly more than phonetically

Teach

Today we are going to look at the different spellings for the /ur/ sound.

ur

turn

er

winter

ir

quirky

or

worthy

ear

pearl

re

centre

our

colour



Spelling

We review the many ways we can spell a sound.

Teach

We are going to look at the spelling <or>
that makes the /ur/ sound.

or



We make the
focus of the
lesson clear.

Teach

Quit activity 

It's **worth** looking towards the sea
to see the shipwreck.

 Back

2 of 4

Next 



Spelling

We read common
words containing
the focus
grapheme in
context.

Teach

Read these words.

worm



world



artwork



worst

work

worthy



Spelling

We read a range
of words
containing the
focus grapheme
and discuss their
meaning.

Teach

Let's look at how the words are spelled.
Use the spelling sequence to help you.



work



Spelling

We sound and
blend to read
common words
with the focus
grapheme.

Practise

Write the words.
Use the spelling sequence to help you.









We sound and
blend to spell
common words
with the focus
grapheme.

Practise Quit activity ✕

Drag and drop the correct spelling to complete the word.

The chickens swarmed around
the w m.

Start again Done



We look at words
grapheme is used
to spell the
phoneme in
common words.

Practise

Read the sentence.
Edit the words that are spelled incorrectly.

I need oil to stop the two
wardrobe doors making the
wurst creak!



We edit misspelled
attempts at
common words to
support editing
skills.

AUTUMN 2 WEEK 2 | DAY 1

Focus spelling: or

Circle the spelling in the sentence below

The gardener worked in the flowerbed.

Spell the words

.....

.....

.....

Spellchecker

It was the wurst day.

I drew a picture of the world.

It was wirth taking the trip.

The spellings for /ur/

<ur> turn <er> winter <ir> quirky <or> worthy <ear> pearl

<our> colour <re> centre

Words to write: worm, world, artwork

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Friday 3rd November 2023
Autumn 2 Week 1 Day 3
Focus: Homophones
Write the graphemes/word

qu
i-e
were

Write the...

word  blue ✓

word  blew ✓

word  knight ✓

word  night ✓

sentence  The children were quite quiet.



We apply this to a series of activities in our work booklets or spelling books.

New Curriculum Spelling List Year 2

door	child	cold	pretty	grass	improve	parents	poor
wild	gold	beautiful	pass	sugar	Christmas	find	most
hold	after	plant	could	everybody	mind	both	told
fast	path	would	even	floor	children	every	last
bath	sure	because	climb	great	past	hour	eye
kind	only	break	father	move	should	behind	old
steak	class	prove	who	whole	many	busy	water
half	Mr	any	clothes	people	again	money	Mrs



Spelling

By the end of the year, we will be able to spell...

Spelling at Home

balm

palm

taught

scrumptious

per mission

i llu sion

I had a
special treat
for my birthday.

- shape of spelling
- break into syllables
- rainbow writing
- sound or rule spotting
- practicing in sentences

A pink rectangular sticky note with a grey clip at the top left corner. The text is written in a black, casual script font.

Thank you
for coming!

A light blue rectangular sticky note with a yellow clip at the top right corner. The text is written in a black, casual script font.

Any
questions?