<table>
<thead>
<tr>
<th>Week 1</th>
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<td>I have written a letter from Masha.</td>
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<th>Week 2</th>
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<tr>
<td>I have carefully read and answered questions about the book.</td>
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<tr>
<td>I have written the next part of the story.</td>
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<td>I have carefully read and answered questions about the book.</td>
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<td>I have written a letter from another crayon to Duncan.</td>
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<td>I have read and answered the grammar questions carefully.</td>
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## At home materials
**Year 2 Week 1 to 5**

### Week 4
- I have carefully read and answered questions about the book. ★★★
- I have written a reply letter to the crayon from Duncan. ★★★
- I have read and answered the grammar questions carefully. ★★★
- I have practised the spellings and handwriting activities. ★★★

### Week 5
- I have read the poems to someone at home. ★★★
- I have written a poem using descriptive language. ★★★
- I have read and answered the grammar questions carefully. ★★★
- I have practised the spellings and learned the definitions. ★★★
Using the at home materials

At Ark Curriculum Partnership, we have a team of experts from Mathematics Mastery, English Mastery and Curriculum Partnership working together on weekly plans which children and families can use. These plans will help children continue with their learning and structure their week.

This booklet consists of weekly tasks in all areas of English: reading, writing, grammar, spellings and handwriting. Please help your child draw up a timetable for the week. Please support them by encouraging them to share their work and read with you.

How do I use the booklet?

• Set aside time each week to complete the tasks. You don’t have to do one every day.
• Take your time to read and understand the extract. Ask an adult if you need help understanding the text.
• Read the instructions and questions carefully before you start a task.

How do the lessons work?

Below are some suggested timings.

• Reading – up to 30 minutes
• Writing – up to 30 minutes
• Grammar – 15 minutes
• Spelling – 15 minutes
• Handwriting – 10 minutes

Can parents, carers and siblings help?

Yes, of course! Family members can help in the following ways:

• Read the extracts with you aloud.
• Gather all the exciting and difficult words you want to find out about or use in your writing and put them on display.
• Help you with the planning of the story
• Write a story at the same time as you. You could then compare your stories and check each other’s writing.

What else can I do if I love writing and I want more of a challenge?

• Keep writing sentences, news, stories, poems, letters, posters, instructions and diaries using your own ideas.
• Explore www.lovereading4kids.co.uk or www.newsela.com to find other extracts to read and write about.

These packs include the wonderful resources from:
Week 1: Reading and writing prompts

Clever Cakes by Michael Rosen

Reading

Read the extract of Clever Cakes by Michael Rosen. You can either think, talk or write about the questions.

1. Where did Masha and her Granny live?
   a) In the city
   b) In the woods
   c) In a castle

2. What did Masha ask her granny if she could do?

3. What is the warning that Granny gave to her before she went?

4. What game did Masha and her friends play?

Writing

Imagine you are Masha. Write a letter to your friends asking them to come out to play.

Start the letter with Dear ____________,

End the letter with From ____________.

Make sure you include why you want to see them, what you would like to play and why.

Don’t forget to include Granny’s warning!
Grammar

Write sentences beginning with the following verbs.

Run… Play… Wash… Jump… Close…

Example: Jump over the hurdle.

Spelling

Practise each word by rewriting it 3 times. Say it aloud as you write it.

badge   edge   bridge   dodge   fudge

Can you make the words using something different? Try using chalk on the path, string or Lego.

Handwriting

Practise writing each spelling word five times in your neatest handwriting.

badge
Reading
Re-read the extract of Clever Cakes by Michael Rosen. You can either think, talk or write about the questions.

1. How do we know that Masha waited for a long time?
2. Why did she decide to go home?
3. How do you think the bear knew where to find her?
4. What 3 things does the bear want Masha to do for him at home?
5. What did the bear do to make sure she couldn’t go home?

Writing
What do you think is going to happen next in the story? Write the next part of the story based on the events so far.

Use these questions to help you:
• Where is the bear going to take Masha?
• What will he make her do?
• Will her Grandma and friends come looking for her?
• Will she escape?
Week 2: Grammar and spelling prompts

Grammar

Write sentences using the following adjectives.
shiny  green  terrible  beautiful  slippery

Example: The slippery floor looked dangerous.

Spelling

Practise each word by rewriting it 3 times. Say it aloud as you write it.
red  pink  orange  blue  brown  yellow
purple  black  white

Can you make the words using something different? Try using paint, play-doh or leaves.

Handwriting

Write the spelling words in alphabetical order in your neatest handwriting.

blue
Week 3: Reading and writing prompts

The Day The Crayons Quit

Reading

Read The Day The Crayons Quit
List 3 things that the red crayon is used for in Duncan’s drawings.

You can either think, talk or write about the questions.
1. Why does the red crayon feel ‘overworked’?
2. Do you agree with the red crayon’s opinion? Give one reason.

Writing

Imagine you are another crayon. What colour would you be? (yellow, green, orange, black, blue)
Think about what Duncan might use you for. What would you want to say to Duncan about how you are used?

Write a letter to Duncan as your chosen crayon. Use the pages from the extract to help you.
Start with…
Dear Duncan,
I am the ____________ crayon, and I want to tell you how I feel.
Grammar

Use colour words to write sentences.

Red, purple, orange, green, black, yellow, pink green, white, brown

Example: My football team wear red and white.

Spelling

Practise each word by rewriting it 3 times. Say it aloud as you write it.

try fly dry cry reply July

Can you make the words using something different? Try using chalk on the path, string or Lego.

Handwriting

Practise writing each spelling words five times in your neatest handwriting.

reply
Week 4: Reading and writing prompts

The Day The Crayons Quit

Reading

Read ‘The Day The Crayons Quit’ again

List 3 things that Duncan uses the purple crayon for.

Think, talk or write about these questions:
• Why does purple crayon feel annoyed?
• Do you agree with the purple crayon? Give one reason for your answer.

Writing

Imagine you are Duncan. Write your own letter to either the red or the purple crayon.

❑ Start with… Dear ________ crayon,
❑ Tell them what you think about their letter.
❑ Describe how you feel.
❑ Share an idea of how to make friends again.
Week 4: Grammar and spelling prompts

Grammar

Use these words to write commands.

don’t        take        stop        put        ask

Example: Take this letter to the postbox.

Spelling

Practise each word by rewriting it 3 times. Say it aloud as you write it.

don’t        didn’t       hasn’t       can’t       couldn’t

Can you make the words using something different? Try using paint, play-doh or leaves.

Handwriting

Practise writing each spelling word five times in your neatest handwriting.

hasn’t
Week 5: Reading and writing prompts

Little Lemur Laughing Poems

Reading

Read these three poems:
“What’s In A Poem?”, “Lemurs” and “What Am I Like?”

Choose an activity to do:
• Discuss which is your favourite poem and why.
• Choose one poem to learn by heart.
• Practise reading your poem in different ways.
• Perform your poem to your family at home.

Extension: record your performance on an ipad or tablet and share it with your friends and family

Writing

Write an animal poem.

Choose your favourite animal and write down words and phrases to describe it.

Use your ideas to write a poem like the examples you have read today.

If you can try and read a bit about your favourite animal first.
Week 5: Grammar and spelling prompts

Grammar

Write sentences about animals using adverbs.
slowly  quietly  nearby  always  sometimes

Example: I always eat my peas.

Spelling

Practise each word by rewriting it 3 times. Say it aloud as you write it.

station  fiction  nation  motion  lotion

Can you make the words using something different? Try using a whiteboard/tablet, sand or twigs.

Handwriting

Copy your animal poem in your neatest handwriting. Draw your animal. Can you think of a title for it?
Extracts

Weeks 1 and 2

Clever Cakes
Extract from lovereading4kids: find out more about the book and the author

Weeks 3 and 4

The Day The Crayons Quit
Extract from lovereading4kids: find out more about the book and the author

Week 5

Little Lemur Laughing Poems
Extract from lovereading4kids: find out more about the book and the author
Clever Cakes

Michael Rosen

With illustrations by Ashley King
First published in 2020 in Great Britain by Barrington Stoke Ltd
18 Walker Street, Edinburgh, EH3 7LP
www.barringtonstoke.co.uk

Text © 2020 Michael Rosen
Illustrations © 2020 Ashley King

First published in a collection, Clever Cakes (Walker, 1991)

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A CIP catalogue record for this book is available from the British Library upon request


Printed in China by Leo

This book is in a super-readable format for young readers beginning their independent reading journey.
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CLEVER CAKES 1

THE GREAT GOLDEN BELLY-BUTTON 37
Once there was a girl called Masha, who lived with her granny at the edge of the woods.

One day Masha said, “Granny, can I play outside with my friends?”
“Yes, Masha,” said Granny, “but don’t run off into the woods, will you? There are big bad animals there that bite ...”

Off went Masha to play with her friends. They played hide-and-seek.
Masha went away to hide and she hid right deep in the woods. Then she waited for her friends to find her.

She waited and waited but they never came.

So Masha came out of her hiding place and started to walk home.
She went this way, then that way, but very soon she knew she was lost.


But no one came.

Then very suddenly up came a massive muscly bear.
“Ah hah!” said the bear. “You come with me, little girl. I’m taking you home. I want you to cook my dinner, wash my trousers and scrub the floor in my house.”

“I don’t want to do that or anything like it, thank you very much,” said Masha. “I want to go home.”
“Oh no you don’t,” said the bear. “You’re coming home with me.”

And he picked up Masha in his massive muscly paws and took her off to his house.
Opening extract from
The Day the Crayons Quit

Written by
Drew Daywalt
Illustrated by
Oliver Jeffers

Published by
HarperCollins Children’s Books

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Please print off and read at your leisure.
One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them.
To: DUNCAN
Hey DUNCAN,

It's me, RED Crayon. WE NEED to talk. You make me work harder than any of your other crayons. All year long I wear myself out colouring FIRE ENGINES, APPLES, STRAWBERRIES and EVERYTHING ELSE that's RED. I even work on HOLIDAYS! I have to colour all the SANTAs at CHRISTMAS and ALL the HEARTS on VALENTINE'S day! I NEED A REST!

Your overworked friend,

RED Crayon
Dear Duncan,

All right, LISTEN.

I love that I'm your favourite crayon for grapes, dragons and wizards' hats, but it makes me crazy that so much of my gorgeous colour goes outside the lines! If you DON'T START COLOURING INSIDE the lines soon... I'm going to COMPLETELY LOSE IT.

Your very neat Friend,

Purple Crayon
Man On The Beach 20
Remembering 21
Flag 22
Body Poem 23
My Hand 24
We’re Having A Party! 25
When I Dance 26
Friends 27
Come Yab With Me 28
Conkers 30
My Coat 31
Snow School Today! 32
Fireworks 33
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The Worst Thing About Summer 35
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Liquorice 37
Don’t Go To The Cake Shop! 38
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When Granny Tucks Me In 64
What’s In A Poem?

A busy buzzy bumblebee,
a happy hopping wallaby,
a cheeky chatty chimpanzee –
that’s what’s in a poem.

A scrumptious slice of birthday cake,
an ice cream with a chocolate flake,
a tray of biscuits freshly baked –
that’s what’s in a poem.

A zooming car,
a chuffing train,
an empty house,
a winding lane,
a holiday
in southern Spain –
that’s what’s in a poem.
A dragon’s sneeze,
a dinosaur,
a wizard’s spell,
a monster’s claw.
All these things
and many more –
that’s what’s in a poem.
Lemurs

lively lemur leaping
in the branches of a tree

lazy lemur lying
down and sleeping happily

lucky lemur licking
at a luscious little leaf

loving lemur latching
to her mother underneath

little lemur laughing
having lots of fun today

lonely lemur longing
for a friend to come and play.
What Am I Like?

I’m like a cheeky monkey
when I’m standing on my head

I’m like a stubborn mule
because I will not go to bed

I’m like a messy pig
because my room is like a sty

I’m like a grumpy elephant
because I sometimes cry

I’m like a dashing cheetah
when I’m darting home from school

I’m like a graceful dolphin
when I’m swimming in the pool

I’m like a lazy lion
when I’m lying in the sun

and being like an animal
is such a lot of fun!