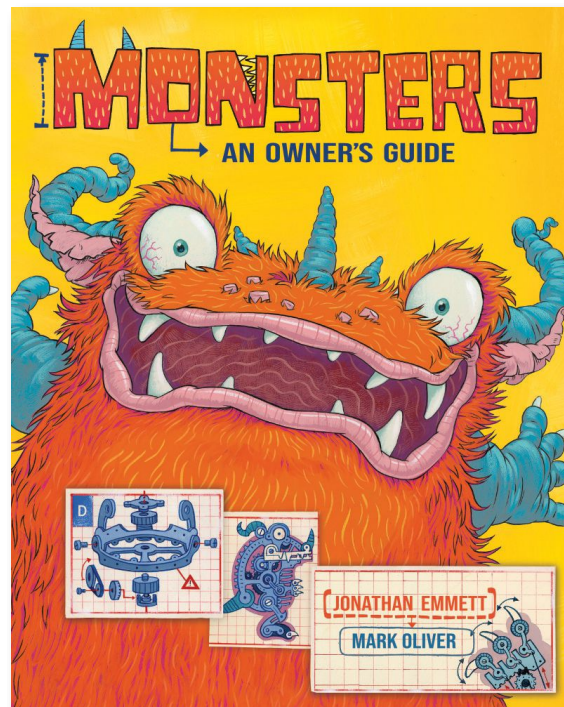


Monsters: An Owner's Guide

Year 2 English Plan



This is a detailed English plan designed to support Year 2 pupils reach the Expected Standard in writing plus ready to go resources. The plan incorporates aspects of the Year 2 Programme of Study, including reading, writing, spelling and grammar and weaves them together to create engaging reading and writing opportunities.

The unit is based on the text, ***Monsters: An Owner's Guide*** by Jonathan Emmett and Mark Oliver. Print-on-demand editions of the book can be ordered from Amazon using the following link: <https://amzn.to/3PVM8pG>

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This PDF contains both the plan document and the five resource documents it refers to.

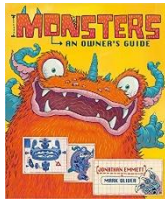
**Planning Synopsis:
Explanation – Year 2**



Core Text: <i>Monsters: An Owner's Guide</i> by Jonathan Emmett & Mark Oliver			
Day	Skills Focus	Learning Objective	Teaching Outline
1	Reading	To retrieve information from a text To know what fluent reading sounds like	Introduce the core text. Read and enjoy, taking the opportunity to check chn's understanding of the events and new/unusual terminology. Develop chn's fluency by encouraging them to practise reading sections of the text.
2	Reading	To retrieve information from a text To know what fluent reading sounds like	Develop chn's fluency by encouraging them to practise reading sections of the text. Model how to answer comprehension questions that mirror those used in the KS1 reading paper. Chn work independently to answer comprehension questions.
3	Writing	To extend sentences using conjunctions	Share an email of complaint with the chn and model how to form a response, making reference to the information in the core text. Support chn to form their explanations using a range of conjunctions. Chn write a response to the email.
4	Spoken Language	To identify conjunctions used to explain	Read and explore a range of explanation texts and identify 'fascinating facts'. Identify the range of conjunctions used in these texts (both visual and text-based).
5	Spoken Language	To identify conjunctions used to explain	Repetition of session 4 (optional, but recommended).
6	Writing	To extend sentences using conjunctions	Model how to explain a simple process based on an image from the text. Chn work to record their simple explanation.

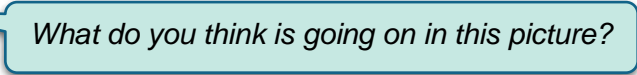
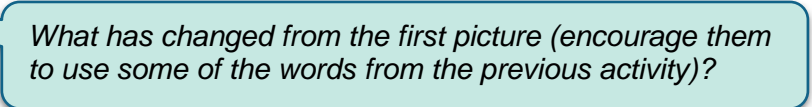
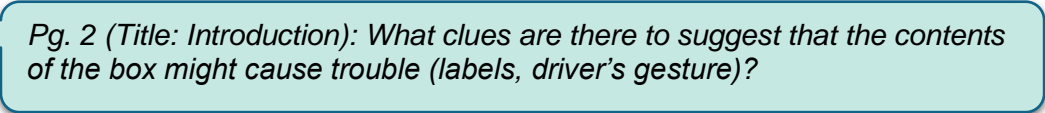
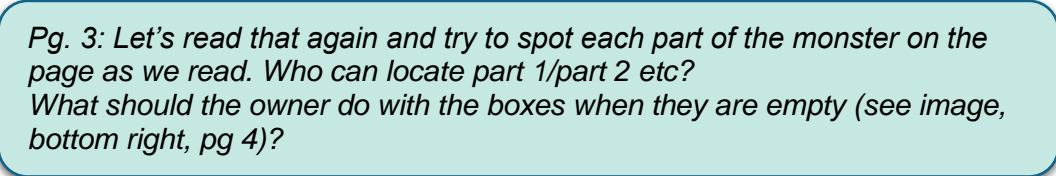
		To know which conjunctions are most useful for explaining	
7	Spoken Language	To use a wider range of conjunctions to explain	Chn explore a range of toys/games that involves a series of steps, or a 'chain reaction'. Chn create their own 'chain reactions' using classroom equipment and explain how it works using a range of conjunctions.
8	Writing	To use adjectives to create noun phrases	Model the need to choose precise adjectives to form accurate descriptions. Chn select the monster that they would like to write their explanation about, and write five clues that describe their monster.
9	Writing	To develop proofreading skills To create nouns by adding suffixes '-ment' & '-ness'	Model how to effectively proofread writing. Chn write and proofread the introduction to their explanation text.
10	Writing	To develop proofreading skills To write a section to an 'owner's guide' which includes the following features: <ul style="list-style-type: none"> • conjunctions for extending sentences • use adjectives ending in '-er' & '-est' • apostrophe to mark singular possession 	Model how to write a section of an explanation text. Chn write, edit and proofread a section of their explanation text.
11	Writing	To develop proofreading skills To write a section to an 'owner's guide' which includes the following features: <ul style="list-style-type: none"> • conjunctions to extend • expanded noun phrases • exclamation marks for demarcation • apostrophes for possession • commas for lists 	Model how to write another section of an explanation text. Chn write, edit and proofread another section of their explanation text.
12	Writing	To develop proofreading skills To revise 'command' sentences	Model how to write another section of an explanation text. Chn write, edit and proofread another section of their explanation text.


13	Reading	To explore how images add additional information for the reader	Explore how the images in the core text to understanding. Chn create images to support the text that they have written. Chn read and enjoy the explanation texts that they, and their peers, have written.
14/15	Writing	To apply skills learned so far, independently	Chn design their own monster/alien and independently write their own Owner's Guide, creating their own headings, or mimicking those used in the core text.

<p>ENGLISH UNIT PLANNER Unit: Explanation</p>	<p>Term: Summer Duration: 15 days</p>	
<p>Skills focus (reading & writing):</p> <ul style="list-style-type: none"> identifies words and phrases that link events refers back to the text for evidence retrieves information stated within text recognises that information is grouped according to subject punctuates single clause sentences and multi-clause sentences using coordinating conjunctions mostly accurately uses sentences with different forms: statement, question, exclamation, command expands sentences using co-ordination (using <i>or, and, but</i>) and subordination (using <i>when, if, that, because</i>) uses expanded noun phrases to describe and specify uses both familiar and new punctuation correctly most of the time, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) proofreads for spelling and punctuation errors writes simple information texts incorporating labelled pictures and diagrams re-reads to check that their writing makes sense, and that tenses are consistent 		
<p>Spoken Language Statements:</p> <ul style="list-style-type: none"> recalls and conveys simple information clearly orally rehearses planning and writing experiments with a variety of levels of formality when talking with different people answers justified using evidence from the context 	<p>Opportunities to embed spelling:</p> <ul style="list-style-type: none"> Spelling many common exception words Spelling some words with contracted forms Adds suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly <p> This symbol is used where there is an opportunity to address spelling within the context of the lesson.</p>	<p> This symbol is used to indicate an opportunity for chn to proofread and edit their writing.</p>

<p>Cross Curricular Links:</p> <ul style="list-style-type: none"> References to ‘explaining’ only occur in the KS2 section of the primary curriculum (with the exception of the English curriculum, where the ability to ‘explain’ is referenced in both KS1 and KS2). Therefore, this unit provides a good starting point for developing the skills needed to explain their understanding of various phenomena across the curriculum in KS2. 	<p>Key Text Titles:</p> <p><i>Monsters: an owner’s guide</i> by Jonathan Emmett & Mark Oliver</p>  <p>NB. The page numbers in this plan are based on the MacMillan version of this text. Other versions are available, and page numbers will vary.</p> <p>Texts that you might read aloud throughout the unit:</p> <ul style="list-style-type: none"> <i>Aliens: an owner’s guide</i> by Jonathan Emmett and Mark Oliver <i>Rosie Revere, Engineer</i> by Andrea Beaty and David Roberts <i>The Wonder</i> by Faye Hanson
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<p>Incidental written outcomes*: questions/a quiz based on a text; an email response to an angry customer; a list of fascinating facts (gathered from independent reading of a selection of explanation texts); short explanation based on the core text</p>	
<p>Final Written Outcome: Explanation text (an owner’s guide/manual)</p>	
	<p>This symbol indicates an opportunity to add to your working wall*.</p>
	<p>This symbol indicates where grammar is taught in context.</p>

Day	Learning Objective/s	Route to learning outcome	Differentiation
1	To retrieve information from a text	Show first double-page spread of <i>Monsters: an owner's guide</i> (before the title page: street scene) and explore by asking an initial opening question e.g. 	<p>Focus pupils: Vulnerable groups: Stretch and challenge: Adult support:</p> <p>Scaffolds and resources:</p> <div style="border: 2px solid orange; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p><u>Suggestions for suitable words:</u> <i>orderly, tidy, neat, spotless, immaculate, calm, peaceful</i></p> <p><u>Suggestions for unsuitable words:</u> <i>disordered, chaotic, ransacked, destroyed</i></p> </div> <p>Double-page spreads from text (one double-page per pair)</p>
	To know what fluent reading sounds like	Encourage them to speculate on the contents of the van, and why the cones have been left on the street. Display some words on the board that might help them to describe this scene and invite them to select the most suitable words.	
	Learning Outcome/s (assess progress towards these throughout the lesson)	Then, reveal the end pages of the text... 	
Read the core text with increasing fluency	Invite them to consider what may have caused this destruction. Draw their attention to the additional clue on the van (the number plate). Reveal the title page and explain that the chaos may have something to do with the character on the front.	Read the text to the chn, with each page clearly visible. Draw out and assess comprehension on each page (using the questions below as appropriate). NB. pages have been numbered for ease. The page numbers in this plan are based on the MacMillan version of this text. Other versions are available, and page numbers will vary.	
Recall the key indicators of fluent reading	 		
Answer basic retrieval questions making reference to the text			

		<p><i>Pg. 6: What does the word 'figure' mean in this context? What do the arrows in the diagrams tell us?</i></p> <p><i>Pgs. 7&8: Which monster does our 'owner's guide' relate to? What does the abbreviation 'no' stand for?</i></p> <p><i>Pg. 9: Why shouldn't you use your finger to push the button?</i></p> <p><i>Pg. 13: Why is the boy wet? Where is the cat?</i></p> <p><i>Pg. 17&18: What four things can you do to keep your monster happy (draw chn's attention to the images to inform their responses)?</i></p> <p><i>Pg. 19: What is the monster afraid of (see image D)?</i></p> <p><i>Pg. 21: What does the word, 'troubleshooting' mean? Have you heard this word used before?</i></p> <p><i>Pg. 24: What specialist equipment does the delivery person have? Why might the guarantee not please everyone?</i></p> <p>Remind the class what fluent reading sounds like (you may already have agreed criteria for this). If not, take some time to do so by watching videos of fluent reading and establishing the following: flows well; doesn't sound like a robot talking or too choppy; sounds like talking; is interesting to listen to because the reader's voice changes tone/volume/ pitch etc – use terms that will be familiar to your chn). Allocate double page spreads of the core text to small groups of chn and invite them to practise a fluent and engaging read. Chn 'perform' the text in small groups to the class. Teachers/chn provide feedback based on the agreed criteria.</p>	<p>Fluency rubric (p.99 KS2 Guided Reading Toolkit): available from the PA+ subscription site</p>  <p>Link to '2016 teacher assessment exemplification': https://www.gov.uk/government/publications/2016-teacher-assessment-exemplification-ks1-english-reading</p>
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Day	Learning Objective/s	Route to learning outcome	Differentiation
2	<p>To retrieve information from a text</p> <p>To know what fluent reading sounds like</p>	<p>Begin by asking chn to recall the criteria for fluent reading (established yesterday).</p> <p>Hand out the double-page spreads from the text again, but make sure that pairs receive a different passage from the core text to yesterday. Once again, allow time to rehearse and then organise a class performance of the text. Establish as a class, or for individuals, an aspect of fluency that they are achieving well at, and an aspect that requires further work.</p>	<p>Focus pupils:</p> <p>Vulnerable groups:</p> <p>Stretch and challenge: Higher attaining pupils could answer questions that require the ability to locate and reference information from across the entire text.</p> <p>Adult support:</p> <p>Scaffolds and resources: Resource 1: quiz Resource 2: quiz</p> <p>Double-page spreads from text (one double-page per pair)</p>
	<p>Learning Outcome/s</p> <p>Know what an email complaint is, and when and why customers might complain</p> <p>Answer retrieval questions, justifying responses by making reference to the text</p> <p>Generate retrieval questions based on the text</p>	<div data-bbox="562 603 752 754" data-label="Image"> </div> <p>Explain that the Monstermatic Toy Company contacted the school and asked if the chn would like to work for them!</p> <p>Explain that the company are looking for more staff as they are receiving a large number of complaints about their products, and they need more people to be able to respond to them.</p> <p>NB. Chn may benefit from a discussion about the notion of formal ‘complaining’ before they continue. Why and when do customers complain? Have you/someone you know ever made a formal complaint to a company/restaurant etc? How does this differ from the type of complaining we might do at home when we are asked to do chores? If you complain impolitely to a company, what might the response be?</p> <p>Explain that the company have sent quizzes for the children to complete to check that they know enough about their products before they are offered a job.</p> <p>Display the quiz (resource 1) on IWB and model how to answer several of the questions by locating information in the text.</p> <div data-bbox="1442 1123 1765 1327" data-label="Image"> </div> <p>Begin by reading pg. 13 once again (the chn will need copies of this double-page spread).</p>	

Let's read Q.1: Give one of the monster's special features.

I remember reading the words 'special features'.

Let's find those words in the text because that might help us locate the information we need.

Now, let's read that line again with the words 'special features' in.

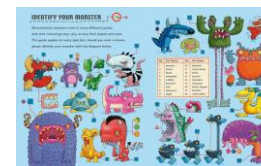
Does that answer the question for us? No!

*Ok, let's read the next line and see if that helps. Now I've spotted the answer: **the ability to play with other creatures.***

So, one of the monster's special features is that it is able to play with other creatures. Let's write that down.



Work through the remaining questions, inviting the chn to discuss responses in talk partners before answering. Insist that the chn talk through how they reached their answer, and emphasise the fact that they need to make reference to the words on the page in their justification. Remind the chn that the pictures might help, but that they must also use the text to check that they have reached the correct answer.


Independent activity: chn work in similar ability pairs to complete the quiz relating to pg. 7/8 – Identifying Your Monster (resource 2).





Extension: If chn finish, provide them with another double page spread, and invite them to generate some questions to ask the rest of the class.



End the lesson by explaining that you will send their responses to the company for checking.

Day	Learning Objective/s	Route to learning outcome	Differentiation
3	To extend sentences using conjunctions	<p>Explain that you have received the response from the company and that everyone has passed the test! You could hand out ‘company stickers/name badges’ at this point to enthuse and engage.</p> <p>Explain that as employees of the company, one of their roles is to respond to emails from customers.</p>	<p>Focus pupils:</p> <p>Vulnerable groups: Provide the sentence stems for lower attainers: chn complete the subordinate clause.</p> <p>Stretch and challenge: Provide additional sentence stems to prompt further elaboration e.g.</p> <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; margin: 10px 0;">Remember that Shambles will be upset if... You can help him by...</div> <p>Adult support:</p> <p>Scaffolds and resources: Resource 3: email</p>
	<p>Learning Outcome/s</p> <p>Develop reading fluency – know that different texts should be read in different ways</p> <p>Compose an email responding to a customer complaint including conjunctions to extend ideas</p>	<p>Share the email of complaint from an unhappy customer (Resource 3). First, read the email in a flat, monotone voice, and then explain that you don’t think the email should be read like this.</p> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 10px 0;">How do you think Timothy was feeling when he wrote this email? Which words tell us how Timothy was feeling?</div> <p>Explain that you will now read it in a way that better conveys Timothy’s anger and annoyance. Pause after each sentence and invite the class to echo read*.</p> <p>Invite the chn to find the page in the book that depicts the scenario described in the email (pg. 18). Establish that the guide clearly states that Shambles should not be taken into school.</p>  <p>Then, explore the following question:</p> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 10px 0;">Why do you think Shambles tried to eat the children?</div> <p>Then, encourage the chn to structure their responses to the question e.g. display the main clause and subordinating conjunction (because) on the board.</p> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 10px 0;">Your monster probably tried to eat your classmates because....</div> 	

		<p>Invite chn to offer their suggestions by completing the subordinate clause. Provide several suggestions to get ideas flowing (work orally at this stage) e.g.</p> <div data-bbox="539 304 1720 483" style="border: 1px solid blue; border-radius: 15px; padding: 10px;"> <p><i>...because he was hungry. He probably thought he was at a fancy restaurant and that the children were his lunch!</i></p> <p><i>...because he felt threatened by all the children. Maybe they were sitting too close to him.</i></p> </div>	
		<p>Repeat with another main clause and subordinating conjunction:</p> <div data-bbox="539 560 1720 882" style="border: 1px solid blue; border-radius: 15px; padding: 10px;"> <p>Next time you should make sure (main clause) that... (opening of subordinate clause)</p> <p><i>...Shambles has eaten a big lunch before the visit. Try giving him a triple decker sandwich.</i></p> <p><i>...the children don't sit too close to him. Remember that he needs plenty of room to spread out his giant monster paws.</i></p> </div> <p>Next, orally rehearse your email response using some of the suggestions given by the chn. Include other sentence stems in addition to the ones worked on collaboratively, to show chn that they can go beyond the model sentence stems provided.</p> <p>NB. Oral modelling should be sufficient at this stage as it avoids over-scaffolding the chn's writing. This will allow you to assess which chn can independently extend and demarcate multi-clause sentences, and which need further support before entering year 3.</p> <p><u>Independent activity:</u> invite the chn to write their email response to the angry customer. Encourage them to use the sentence stems modelled during the whole class session (the stems could be left on display throughout the writing time, but also to elaborate and include their own ideas).</p> <p>Encourage chn to review their writing before sharing it with a partner. The review focus could be on accurate use of punctuation and accurate use of any spelling patterns that the chn have been learning.</p> <div data-bbox="1659 1302 1756 1396" style="text-align: right;">  </div>	



Day	Learning Objective/s	Route to learning outcome	Differentiation
<p>4/5</p> <p><u>Day 4:</u> deliver the session.</p> <p><u>Day 5:</u> (optional but recommended): repeat the session, using a different episode of 'Do You Know?'</p>	<p>To identify conjunctions used to explain</p>	<p>Introduce (or recap if this has been covered before) the term 'explanation'. Explain that this term is used to describe texts that explain how something works.</p> <p>Explain that certain words are used repeatedly in explanation texts: point to the list of conjunctions displayed on the working wall – these should reflect those listed in the KS1 PoS (see Resource 4).</p> <p>(NB. The chn are not expected to be able to use the term 'conjunction' until the end of Y3, however, you may choose to introduce it at this stage to name the words that you will be using to join and extend sentences).</p> 	<p>Focus pupils:</p> <p>Vulnerable groups:</p> <p>Stretch and challenge:</p> <p>Adult support:</p> <p>Scaffolds and resources: Resource 4: conjunction grid</p> <p>Counters</p> <p>Clip of an oral explanation (suggestion: Do You Know? CBeebies)</p> <p>Range of explanation texts – well-pitched to meet the needs of the pupils in the class</p>
	<p>Learning Outcome/s</p> <p>Use conjunctions to offer and structure an explanation</p> <p>Read a range of explanation texts and identify the commonly used conjunctions</p> <p>Identify fascinating facts from texts read</p>	<p>Introduce the video clip of someone explaining how things work – choose from a selection of episodes of <i>Do You Know?</i> (a CBeebies series available on the BBC IPlayer). Listen to a short explanation from one of the episodes e.g. how a toilet flushes (from the episode <i>Toilet Flush and Toilet</i>, timing: 0.00-2.13sec approx.).</p> <p>Before playing the clip for the first time, ask them to listen out for any fascinating facts that they learn when listening to the explanation. After listening, invite pairs to share the fascinating facts that they heard.</p> <p>This may need modelling, and the chn may benefit from having sentence stems displayed to support their oral contributions:</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: fit-content;"> <p><i>I never knew that...</i> <i>I was really surprised to discover that...</i> <i>My most fascinating discovery was that...</i></p> </div> <p>Then, hand out conjunction grids to pairs (Resource 4) and re-play the clip; invite chn to place a counter on a conjunction every time they hear it. The chn may need to hear the explanation several times.</p> <p>(In the episode listed above, the following conjunctions are used: when (x2), which, that). NB. 'which' is referred to in the NC as a relative pronoun, and is used to begin a relative clause (a special type of subordinate clause that provides additional information about the noun). The chn are not expected to use 'which' in their writing, nor understand its specific use, until year 5, however it can be introduced through oral work much earlier.</p> 	

		<p>After several viewings, the chn may be able to offer a commentary alongside the visual (with the audio turned off) mimicking the language used by the presenter e.g. play a very short section of the episode with no audio....</p> <div data-bbox="651 341 1744 523" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p><i>Who can remember what the presenter was saying at this point? (Take suggestions). Let's listen and hear how close we were with our ideas. (Play the section of film again with the audio on – did the chn manage to mimic any of the language used by the presenter?).</i></p> </div> <p><u>Independent activity:</u> provide a range of well-pitched explanation texts (from the class/school library) for the chn to explore. These will need to be well-aligned to individual chn's reading ability. Chn could work in pairs to read excerpts from these texts and record up to three fascinating facts.</p> <p><u>Plenary:</u> Following independent reading, pairs can share their fascinating facts. In order to focus the chn's listening on their peers' contributions, they could be asked to rate each fascinating fact out of 10, from least to most fascinating! You could then create a class list of the Top Three Most Fascinating Facts. This could be the start of an on-going reading display.</p> <p>The books should remain in the reading area throughout the unit, so that chn can continue their independent reading when time is available.</p>	
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Day	Learning Objective/s	Route to learning outcome	Differentiation
6	<p>To extend sentences using conjunctions</p> <p>To know which conjunctions are most useful for explaining</p>	<p>Display the image of the cat inside the monster’s tummy (pg. 14, top left).</p> <p>Begin by working together to label the different parts within the monster’s stomach (these will require creativity!): barrel, fan, rumble strips, tap, paddle cog.</p>  <p>Make reference to the chn’s spelling sessions when recording words with ‘el’ and ‘le’ endings (year 2 spelling PoS).</p>  <p>Support the chn to articulate the stages involved in the cat’s journey to the stomach, through prompt questions:</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;"> <p><i>What is the first thing that happens when the cat enters the mouth? What happens after that? etc.</i></p> </div> <p>When the chn are clear on the stages involved and the ‘technical’ language needed to support the explanation, orally provide a model explanation of the cat’s journey using a range of conjunctions from the grid used yesterday (resource 4).</p> <p>G Repeat the earlier activity inviting the chn to place counters on the conjunctions as you use them (you could emphasise the conjunctions – typed in bold– as you speak in order to support the chn to identify them).</p> <div style="border: 2px solid orange; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p><i>The cat enters the monster’s mouth and tumbles towards the paddle cog. The paddle cog spins round and shunts the cat towards the rumble strips. The rumble strips squash the cat as it passes through. Then, the cat is drenched in water so it is spotlessly clean. When the cat is totally clean, it is spun round in the barrel. This helps to get rid of all the water. Finally, the cat rolls through the last tube and lands in the stomach. The cat stays there until its owner rescues it. If the owner does not rescue it, the cat has to find another way out! Poor cat!</i></p> </div>	<p>Focus pupils:</p> <p>Vulnerable groups:</p> <p>Stretch and challenge: Middle attainers: provide several sentence starters for support (provide the main clause and the subordinating/coordinating conjunction to ensure that chn are encouraged to extend their sentences using a range of conjunctions).</p> <p>Lower attainers: provide a cut-up version of the explanation that was shared during the whole class session. Chn re-order the sentences and then match the stages to the image. (If chn have adult support</p>
	<p>Learning Outcome/s</p>		
	<p>Write an explanation of a process</p>		

	<p>NB. This model contains vocabulary and sentence structures reflecting the POS for higher year groups (multi-clause sentences beginning with the subordinate clause; fronted adverbials e.g. finally, then). As this is an oral model, it allows chn to hear these words and structures before they are expected to write them in year 3.</p> <p>After listening to the model several times, invite the chn to join in with the reading – this will give them an opportunity to mimic your fluent reading style. Then, challenge them to recall as many of the verbs used as possible. If chn need support to identify the verbs, you could provide the model with the verbs omitted – can they remember which verbs were used?</p> <p><u>Independent activity:</u> chn record an explanation of the cat’s journey from the monster’s mouth, to his stomach. Encourage the chn to use a range of the conjunctions from the resource grid.</p> <p>Allow time for chn to proofread their own writing. The focus could be on the correct demarcation of sentences, and the accurate spelling of words/spelling patterns covered during whole class spelling sessions.</p> <p>Then, ask chn to highlight/underline the conjunctions used within their own writing. The chn can then work in pairs and read their writing to each other. Can the listener spot all of the conjunctions used by their partner?</p>	<p>during this time, they could focus on encouraging a fluent read of the sentences when they have been placed in the correct order.)</p> <p>Adult support: Scaffolds and resources: Resource 4: conjunction grid</p> <p>Monsters: an owner’s guide (pg 14)</p>
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Day	Learning Objective/s	Route to Learning Outcome	Differentiation
<p>7</p> <p>NB. This session might require two lessons!</p>	<p>To use a wider range of conjunctions to explain</p>	<p>Can they recall any conjunctions that are commonly used in explanation texts? Challenge the chn to record as many as possible on their whiteboards, before sharing as a whole class.</p>	<p>Focus pupils:</p> <p>Vulnerable groups:</p> <p>Stretch and challenge:</p> <p>Adult support:</p> <p>Scaffolds and resources:</p> <p>A game that involves a sequence of linked events, or ‘chain reaction’</p> <p>Equipment to create a chain reaction: ruler (with a ridge running down the centre), plastic cup, marble, 6 dominoes, a thick book/empty box, a blob of plasticine</p>
	<p>Learning Outcome/s</p>	<p>Set up a game that involves a series of steps or processes e.g. Mousetrap (Hasbro Games). Gather chn around the board so that everyone can observe the sequence of events leading up to the mouse becoming trapped.</p>	
	<p>Give an oral explanation of how a process works</p>	<p>Before you activate the mechanism, challenge the chn to explain how the mouse might become trapped. After several minutes, ask them to try and shape their explanations so that they incorporate some of the conjunctions used in previous lessons. </p> <p>Invite pairs who have used 3 or more conjunctions from the grid to share their explanation. Then, activate the mechanism....</p> <div data-bbox="792 823 1771 943" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: fit-content;"> <p><i>Did we correctly predict the sequence of events? Remind me...what happened first? What happened next? etc</i></p> </div> <p>Independent activity: challenge the chn to create a ‘chain reaction’, working in small groups. Provide them with the following classroom equipment: ruler (with a ridge running down the centre), plastic cup, marble, 6 dominoes, a thick book/empty box, a small blob of sticky tack/plasticine. Ask chn to place the cup on the floor next to a table, and explain that they must try and get the marble into the cup without touching it, and by using all of the equipment provided! Allow several minutes for chn to discuss and try out a few ideas in their groups.</p> <p> Explain that the chn cannot try out their ‘chain reaction’ until they have explained how it <i>should</i> work, using at least three of the conjunctions from the grid (resource 4). Allow time for chn to practice their explanations.</p>	

It might sound something like this:

We think that when we push the first domino, they will all crash into each other and fall down. The last domino will hit the marble, which will start to roll down the middle of the ruler. The ruler is at an angle so the marble will keep rolling. Then, the marble will drop off the end of the ruler and land in the cup.

When chn have explained how they think their chain reaction will work, they can try it out!

Independent writing task: chn can draw the assembly of their chain reaction, with labels, and write an explanation of how it worked.



Before writing, identify and practise some words that the chn will need to be able to write accurately in their explanation, and that are linked to the year 2 spelling PoS e.g. 'marble', 'angle' – 'le' endings.

This spelling pattern can also be the focus on the chn's proofreading.



An idea!

Invite the chn to bring in games from home that involve a sequence of events/chain reaction (or you may have some). If chn do not have these available at home, they could try inventing their own chain reactions using household items and take a photo of their creations. The chn could explore these in small groups throughout the week, practising explaining how they work using the conjunctions from Resource 4.

Day	Learning Objective/s	Route to Learning Outcome	Differentiation
8	To use adjectives to create noun phrases	<p>Explain that they will be creating their own owner’s guide for a monster featured in the class text: <i>Monsters: an owner’s guide</i>.</p> <p>Display pgs. 7 & 8 on IWB (subtitle: Identify Your Monster). Explain that they will be writing a guide for one of these monsters. Explain that you have already chosen the monster that you will be writing about, but that they need to try and guess which one you have chosen by listening carefully to the following clues:</p>	<p>Focus pupils:</p> <p>Vulnerable groups:</p> <p>Stretch and challenge:</p> <p>Higher attaining pupils can be challenged to extend their description using the word ‘with’.</p>
	<p>Learning Outcome/s</p> <p>Write clues to describe a monster, using well-chosen adjectives to offer a precise description</p> <p>Higher attainers: use the word ‘with’ to extend descriptions and provide greater detail and clarity</p>	<p><i>My monster has blue fur.</i></p> <p>Establish that this could describe two monsters: 6 & 10. Ask the chn to offer words to describe the fur that could help to distinguish between the two monsters.</p> <p>Offer the following prompts e.g.</p> <p><i>Moosifer’s fur is darker blue, that’s right. Do you see that it is also speckled, or flecked? I could have added this adjective to my description: My monster has blue, speckled fur. Then you would have known exactly which monster I was describing.</i></p> <p>Repeat this activity again, making sure that this time your clue can only refer to one monster e.g.</p> <p><i>My monster has a spindly/skinny/scrawny tail (Oggle).</i></p> <p>As in the example above, provide three possible suggestions for each adjective and allow a moment or two for the chn to decide which adjective offers the most precise description. As all of the adjectives listed above are plausible, the chn could be encouraged to decide which one is <i>good</i>, which one is <i>great</i> and which one is <i>perfect</i>, and support them to justify why. Provide one final example:</p>	<p><i>My monster has _____ with _____.</i></p> <p>Adult support:</p> <p>Scaffolds and resources:</p> <p>Monsters: an owner’s guide (pg 7&8)</p>

My monster has a **large/gaping/wide** mouth with four blunt teeth.

Explain that in this example you added more detail by using the word 'with'.
 NB. Do not elaborate on this at this stage, as chn will learn more about expanding noun phrases using 'with' in year 3.



Challenge the chn to explain what 'blunt' means (the following prompts can be used to facilitate the exploration of this word):




Have you heard this word used before? Where? How? Can you recall the sentence?
Prompt: you might here this word used in a kitchen...
Is there anything in the classroom that you could describe as 'blunt'?
Which word means the opposite of 'blunt': 'sharp' or 'round'?

G Challenge the chn to choose a monster and to describe it to their partner using precise adjectives. Invite pairs to share clues that were successful in allowing the listener to correctly identify their monster. Collect and record well-chosen vocabulary and display on the working wall.





Independent task: write clues to describe five different monsters from the double-page spread. Chn can record the answer to each of their clues and cover it with a small sticky note. When chn have written their clues, they can swap their work with a partner. The partner can read the clue and record their answer on top of the post-it. If the name on the sticky note matches the name hidden underneath it, they receive a point!



Day	Learning Objective/s	Route to Learning Outcome	Differentiation
9	<p>To develop proofreading skills</p> <p>To create nouns by adding suffixes '-ment' & '-ness'</p>	<p>Recall that the owner's guide began by congratulating the owner on the purchase of their new toy. Explain that their guide will need to begin in the same way.</p> <p>Explain that you have had a go at writing the introduction to the guide, but that you would like their help to proofread and edit it. Explain that you sent it to the Monstematic Toy Company, but they said that the writing contained nine mistakes!</p> <div style="border: 2px solid #0070C0; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>Congratulations on purchasing your new monstematic toy You have chosen moosifer. Moosifer has blue, speckled fur with black tufts down his back. he has two large point horns on top of his and two smaller horns in between. He is a bit of a grumpy monster but we are shure that he will bring you hours of enjoy. Owner a monster is a very tricky job. It is vital that you read this guide after you start playing with your monster. Please contact us straight away if you have any problems.</p> </div> <p>Read it through fluently to the class, so that it makes sense and that any errors are self-corrected, and explain that you cannot spot any of the mistakes (this models how chn sometimes do not read their own work closely, and therefore fail to notice errors)! Can they help you to spot the mistakes?</p> <p>Mistake 1: missing full stop after 'toy' Mistake 2: missing capital letter for proper noun (Moosifer) Mistake 3: missing capital letter for start of new sentence (he has...) Mistake 4: misspelling 'point' instead of 'pointy' Mistake 5: missing word 'head' (after, 'on top of his...') Mistake 6: misspelling 'shure' instead of 'sure' Mistake 7: misspelling 'enjoy' instead of 'enjoyment'. Mistake 8: misspelling 'owner' instead of 'owning' Mistake 9: wrong word choice ' after' instead of 'before'</p>	<p>Focus pupils:</p> <p>Vulnerable groups:</p> <p>Stretch and challenge:</p> <p>Adult support:</p> <p>Scaffolds and resources:</p> <p>Resource 5: guide introduction with errors</p>
	<p>Learning Outcome/s</p>	 	


	<p>Recap the rules for turning adjectives into nouns e.g. happy – happiness</p> <p>Proofread own work with greater accuracy, identifying and correcting errors</p> <p>Write the introduction to an 'owner's guide'</p>	<p>Work through the piece, inviting the chn to offer corrections. At certain points, take the opportunity to explore alternative sentences that the chn could use when writing their own introduction e.g.</p> <div style="border: 2px solid orange; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p><i>He is a bit of a grumpy monster but we are sure that he will bring you hours of enjoyment.</i></p> <p>Thank you for helping me to see that 'enjoy' didn't sound right there (error 7). I needed to turn that adjective into a noun by adding the suffix '-ment'. Are there any other words I could have used instead of enjoyment? What about happy? Mmmm...that doesn't sound right either, does it? I need to turn that adjective into a noun. What suffix shall I try? (experiment with the suffixes '-ment' and '-ness' to decide which sounds right). So, I could have said, '<i>We know that your new toy will fill your house with happiness</i>'. Do you have any other ideas?</p> </div> <p>When complete, read through the entire piece several times with the chn so that they have had repeated exposure to the vocabulary, language patterns and rhythms of the model text.</p> <p>Following this, and before inviting the chn to begin independent writing, work with them to generate success criteria for today's writing based on the writing model.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • conjunctions to extend sentences and add more information • try to use some of the words from the original book to make it sound 'official' e.g. 'congratulations', 'enjoyment' <p><i>G</i></p> <p><u>Independent task:</u> chn write their own introduction for a monstematic toy of their choice.</p> <p><u>Editing and proofreading:</u> invite the chn to suggest the reasons why someone might fail to notice errors in their own writing (read it back too fast; didn't look at each word as they read it; read it how they expected it to sound etc).</p> <p>Challenge the chn to carefully re-read their own work and take note of any corrections needed. Invite feedback from chn about what they noticed about their own mistakes in their writing e.g. a chd might notice that they often forget to use a capital letter for a name. Ask the chn to jot down their personal proofreading target on a sticky tab: they can use this to focus their proofreading in the next independent writing session.</p>	  
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Day	Learning Objective/s	Route to Learning Outcome	Differentiation
10	<p>To develop proofreading skills</p> <p>To write a section of an 'owner's guide' which includes the following features:</p> <ul style="list-style-type: none"> • conjunctions for extending sentences • use adjectives ending in '-er' & '-est' • apostrophe to mark singular possession 	<p>The lesson will take a similar structure over the next three days.</p> <ol style="list-style-type: none"> 1. Chn respond to teacher feedback on their independent writing from the previous day. 2. Teacher models the handwriting focus to the class (this will be dependent on the chn's current handwriting standard and areas for development). 3. Chn write up their independent writing from the previous day into their monstematic toy guide, focusing on implementing the handwriting focus from the whole class session, and making the necessary changes as agreed during editing/proofreading and feedback. NB. The teacher will need to have prepared an 'owner's guide' for each chd to complete in advance of this session. This will consist of a page for each section of the guide, and adequate space for diagrams and illustrations. If chn finish writing up their section, and are waiting for their peers, they could spend some time continuing to explore the explanation texts from lesson 4. 4. Teacher models the next stage of writing the monstematic guide (see below). 5. Chn independently write the next stage of their guide, followed by editing and proofreading. <p><u>Teacher modelling:</u> prepare chn for writing the next stage of their explanation guide by returning to pg 13 of the class text: Playing with Pets.</p>	<p>Focus pupils:</p> <p>Vulnerable groups:</p> <p>Stretch and challenge:</p> <p>Adult support:</p> <p>Scaffolds and resources: 'Owner's Guides' prepared for each pupil with sufficient pages for the writing task</p>
	<p>Learning Outcome/s</p>	<p style="text-align: center;"><i>What did we learn about Shambles in this section?</i></p>	
	<p>Proofread own work with greater accuracy, identifying and correcting errors</p> <p>Write a section of an 'owner's guide'</p>	<p>Share some information about your chosen monster toy by providing the main clause and inviting the chn to try and predict the ending. Ask chn to recite the entire main clause before adding their suggestion (this will help to embed this sentence structure in their working memories).</p> <p style="text-align: center;"><i>Moosifer should never be allowed to play with pets that are taller than him because</i></p>	

Day	Learning Objective/s	Route to Learning Outcome	Differentiation
11	<p>To develop proofreading skills</p> <p>To write a section of an 'owner's guide' which includes the following features:</p> <ul style="list-style-type: none"> • conjunctions to extend • expanded noun phrases • exclamation marks for demarcation • apostrophes for possession • commas for lists 	<p>Follow steps 1-5 from day 10 lesson plan.</p> <p>Teacher modelling: prepare chn for writing the next stage of their explanation guide by returning to pg 14 of the class text: Cleaning and Care.</p> <p>Share some information about your toy by providing the main clause and inviting the chn to try and predict the ending. Ask chn to recite the entire main clause before adding their suggestion (this will help to embed this sentence structure in their working memory).</p> <div data-bbox="1579 331 1749 667" style="border: 1px solid black; padding: 5px;"> </div> <div data-bbox="555 671 1731 756" style="border: 2px solid blue; border-radius: 15px; padding: 10px; text-align: center;"> <p><i>You must never wash Moosifer with lavender bubble bath because</i></p> </div> <p>G When chn have had fun offering possible extensions to the sentence, model writing an age-appropriate example, which reflects aspects of the Year 2 writing curriculum (e.g. conjunctions to extend, expanded noun phrases, exclamation marks for demarcation, apostrophes for possession, commas for lists – briefly draw attention to these aspects as you are writing and remind chn of when they have worked on them during previous units in year 2):</p> <div data-bbox="555 991 1731 1219" style="border: 2px solid blue; border-radius: 15px; padding: 10px;"> <p><i>You must never wash Moosifer with lavender bubble bath because he is allergic to purple flowers. The smell will make him behave very strangely! Lumps will grow all over his body and his blue, flecked fur will start to fall out in large clumps. If this happens, you must feed him large spoonfuls of chocolate spread. This will help to calm him down.</i></p> </div> <p>When complete, read through the entire piece several times with the chn so that they have had repeated exposure to the vocabulary, language patterns and rhythms of the written text. Following this, and before inviting the chn to begin independent writing, work with them to generate success criteria for today's writing (making reference to the written model that you provided).</p>	<p>Focus pupils:</p> <p>Vulnerable groups:</p> <p>Stretch and challenge:</p> <p>Adult support:</p> <p>Scaffolds and resources:</p>
	<p>Learning Outcome/s</p> <p>Proofread own work with greater accuracy, identifying and correcting errors</p> <p>Write a further section of the 'owner's guide'</p>		

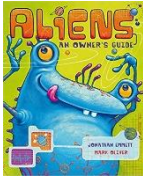

	<p>Develop handwriting in line with the school policy and NC expectations</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • conjunctions for extending sentences • expanded noun phrases to add detail • exclamation marks for demarcation • apostrophes for possession • commas for lists  <p>Sentence stems and success criteria should be displayed on the working wall to aid independent writing.</p> <p><u>Independent task:</u> chn write the 'Cleaning and Care' section of their owner's guide.</p> <p><u>Editing and proofreading:</u> challenge chn to recall their personal proofreading target. This can be their focus for this proofreading task. Alternatively, use your knowledge of the class to identify a focus for the proofreading in line with their needs, the Year 2 PoS and the ARE standards for the year group.</p> 	
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Day	Learning Objective/s	Route to Learning Outcome	Differentiation
12	<p>To develop proofreading skills</p> <p>To revise 'command' sentences</p>	<p>Follow steps 1-5 from Day 10 lesson plan.</p> <p>Teacher modelling: prepare chn for writing the next stage of their explanation guide by returning to pgs 17 & 18 of the core text: Do's and Don'ts.</p>  <p>NB. In the text, the 'Do's and Don'ts' are written as a bullet-pointed list. It might be more helpful in allowing chn to practise their sentence construction, to model writing this section as a series of sentences. However, during the independent task, lower attaining pupils might find it more accessible to mimic the style of the text.</p>	<p>Focus pupils:</p> <p>Vulnerable groups:</p> <p>Stretch and challenge:</p> <p>Adult support:</p> <p>Scaffolds and resources:</p>
	<p>Learning Outcome/s</p> <p>Proofread own work with greater accuracy, identifying and correcting errors</p> <p>Write a further section of the 'owner's guide', including commands</p> <p>Develop handwriting in line with the school policy and NC expectations</p>	<p>Begin by sharing an example of what you should do with your toy, by providing the main clause and inviting the chn to predict the ending. Ask chn to recite the entire main clause before adding their suggestion (this will help to embed this sentence structure in their working memory).</p>  <div style="border: 2px solid #0070C0; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p><i>Let your monster watch Doctor Who because</i></p> </div> <p>When chn have had fun offering possible extensions to the sentence, model writing an age-appropriate example, which reflects aspects of the Year 2 writing curriculum (e.g. conjunctions to extend, exclamation marks for demarcation – briefly draw attention to these aspects as you are writing and remind chn of when they have worked on them during previous units in year 2):</p> <div style="border: 2px solid #0070C0; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p><i>Let Moosifer watch Doctor Who because he will enjoy watching other monsters that look a bit like him. Give him a cushion to hide behind in case it gets too scary. Hide when the programme has finished because Moosifer will be very annoyed and might attack!</i></p> </div>	

	<p>Draw chn’s attention to the word starting each sentence in this section. Remind the chn that these are verbs, and that by placing them at the beginning of our sentence, it sounds like we are giving an order, or a command (from the year 2 ‘Terminology for Pupils’ list). NB. Chn will have been taught this in previous units so this provides an opportunity for revision if required.</p> <p>Repeat the above, focusing on an example of what you should not do with your monster.</p> <p><u>Independent task:</u> chn write the ‘Do’s and Don’ts’ section of their owner’s guide.</p> <p><u>Editing and proofreading:</u> challenge chn to recall their personal proofreading target. This can be their focus for this proofreading task. Alternatively, use your knowledge of the class to identify a focus for the proofreading in line with their needs, the Year 2 PoS and the end of year ARE statements.</p>	
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Day	Learning Objective/s	Route to Learning Outcome	Differentiation
13	To explore how images add additional information for the reader	<p>Follow steps 1-3 from Day 10 lesson plan.</p> <p>Work through the core text once again, focusing on the images this time.</p> <div data-bbox="817 446 1765 598" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p><i>What additional information do we learn from the picture on pg 10 (e.g. note how the warning image reinforces that you should not try to touch the power button with your finger)?</i></p> </div>	<p>Focus pupils:</p> <p>Vulnerable groups:</p> <p>Stretch and challenge:</p> <p>Adult support:</p> <p>Scaffolds and resources:</p>
	<p>Learning Outcome/s</p> <p>Create images to complement their writing</p> <p>Higher attainers: produce a series of images that show a process</p>	<p>Look at the image of Shambles on pg 14 (rummaging in the fridge!).</p> <div data-bbox="566 671 750 874" style="text-align: center;"> </div> <div data-bbox="817 694 1765 798" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>What do the picture labels tell us on this image (e.g. they help us to identify the stains on his fur)?</p> </div> <p>Look at the image of Shambles on pg 17 (left hand-side: stack of food!).</p> <div data-bbox="566 919 790 1098" style="text-align: center;"> </div> <div data-bbox="817 949 1765 1093" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>What do the arrows tell us on this image (e.g. they help to emphasise the difference in the amount of food needed for a dog and a monster!)?</p> </div> <div data-bbox="555 1169 1731 1393" style="border: 2px solid black; border-radius: 20px; padding: 15px; margin: 10px 0;"> <p>Remind the chn of the following section from your guide:</p> <p><i>You must never wash Moosifer with lavender bubble bath because he is allergic to purple flowers. The smell will make him behave very strangely! Lumps will grow all over his body and his blue, flecked fur will start to fall out in large clumps. If this happens, you must feed him large spoonfuls of chocolate spread. This will help to calm him down.</i></p> </div>	

		<p>Model how you could depict various parts of this to reinforce and add information for the reader e.g.</p> <ul style="list-style-type: none"> • An image of Moosifer playing happily in the bath. Include an image of a bottle of lavender bubble bath within a warning sign. • A three-stage image showing: <ol style="list-style-type: none"> 1) Moosifer looking anxious in the bath 2) Moosifer covered in lumps 3) Moosifer surrounded by clumps of fur. The images could be connected by arrows to show the sequence of events. <p>Allow time for the chn to look back through their guides and select a passage that inspires an image. Invite the chn to share their ideas in pairs.</p> <p><u>Independent Task:</u> chn to add illustrations to their guide books.</p> <p>Following this session, the guide books should be displayed. Chn should have the opportunity to read their own and others' guides during independent reading time.</p>	
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Day	Learning Objective/s	Route to Learning Outcome
14/15	To apply skills learned so far, independently	These sessions provide the chn with an opportunity to independently apply the skills that they have learned across the unit.
	Learning Outcome/s	Invite the chn to invent their own monster. They could use modelling clay, or draw them.
	To write a simple information text with labelled pictures and diagrams	<p><u>Idea:</u> to create interesting and unusual creatures, the chn could design their monsters on a large piece of A3 paper which has been folded into three sections. Direct the children to draw the legs & tail in the lower section, the stomach in the middle section and the head in the upper section. Then, the monster pictures can be cut up along the folded lines, and swapped amongst the chn, to create mix-and-match monsters!</p> <p>NB. If you feel that the monster-theme has lost its appeal, you could introduce a follow-up text by the same author and illustrator, Aliens: An Owner's Guide by Jonathan Emmett and Mark Oliver. Challenge the chn to write an owner's guide for one of the aliens on the double-page spread.</p>  <p><u>Independent writing:</u> using the booklets that they have created over the last few sessions, the chn can decide which sections to write about for their own monster/alien. They may want to create new sections that do not appear in the original text. Work together to generate some possible new headings for these new pages of information.</p>  <p>Plan in regular opportunities for chn to stop and review their work, asking them to remind you what they should be thinking about when writing, and designing their supportive images.</p>
End of Unit		

Glossary	
Echo reading	A technique aimed at improving chn’s fluency in reading, whereby the chn hear the teacher read a word/phrase or sentence from the text, before they then repeat it back, mimicking the exact tone, pace, intonation etc. The chn can respond as a class, or in pairs. The teacher may choose to ‘echo read’ a single sentence, or several sentences. The teacher may select a sentence/or phrase from the text which carries a lot of meaning on the understanding that if the chn do not read it correctly, they may lose the meaning of the text.
Incidental written outcomes	Incidental written outcomes are written outcomes that the chn will produce during the unit, but that are not necessarily linked with the final written outcome. An incidental written task may be planned at the end of a reading skills-focused lesson, where the chn are invited to record the information that they have gleaned from their reading in a written format e.g. following a class read of a character description, the chn are asked to create a ‘wanted poster’ for that character. Although the lesson focused predominantly on developing reading skills, the written outcome can be used to give an insight into the chn’s current writing ability. This can inform the focus and content of future lessons within the unit.
Final written outcome	This is the piece of writing that the chn will produce at the end of the unit. In addition to the final written outcome, they will produce other Incidental Written Outcomes (see glossary entry) as they work their way through each lesson within the unit. The final written task will give the chn an opportunity to pull together and showcase all of their learning from across the unit. Earlier lessons will equip the chn with skills that will enable them to produce a successful final written outcome. The final written outcome will usually – although not always – be produced over a series of lessons with chn having lots of time to read, evaluate, edit and re-draft their writing.
End of Glossary	



Thank you for choosing to work for the Monstematic Toy Company. Before we can give you a job, you must answer the questions below correctly.

These questions are about the information in the **Playing with Pets** section.

Good luck!

1. Give one of the monster's special features.

2. Why did the monster eat the cat?

Tick **one**.

The monster was scared of the cat.

The monster was hungry.

The boy told the monster to eat the pet.

3. *Your monster will respond to almost any family pet,*

Which animal might the monster not enjoy playing with?

Tick **one**.

rabbit

tiger

dog

hamster

4. ...will only ever eat them if it sees them as a *threat*.

Which word means the same as *threat*?

danger

friend

giant

gift

5. How many special features does the monster have?

one

two

more than two



Thank you for choosing to work for the Monstematic Toy Company. Before we can give you a job, you must answer the questions below correctly.

These questions are about the information in the **Identifying Your Monster** section.

Good luck!

1. Name three ways that the monsters might be different from each other.

1. _____

2. _____

3. _____

2. What does it say you should use the diagram for?

3. Which monsters can you identify by using the diagram?

Tick one.

some of the monsters

all of the monsters

a few of the monsters

4. ...colourings may vary

Which word means the same as *vary*?

fade

change

surprise

Dear Monstematic Toy Company,

I am really cross! I took my new toy into school yesterday and it caused chaos!

I will tell you what happened. I decided to take my toy into school for show and tell but it didn't go well! The naughty monster started slobbering and chased my classmates. Luckily, Kevin the caretaker managed to lock the monster in a cupboard until hometime. My teacher was furious when she looked inside the cupboard. Shambles had eaten all of her spare pencils!

My friends were really upset. Shambles scared Trisha so much that she cried all afternoon and her mum complained to the head teacher. My teacher was so annoyed with me that I have to miss morning break for a whole week. How annoying is that?

Please could you tell me what I did wrong and what I should do to stop my monster behaving like this again.

Yours sincerely,

Jake Johnson

when	if	that
or	and	so
but	because	while

Congratulations on purchasing your new monstematic toy You have chosen moosifer. Moosifer has blue, speckled fur with black tufts down his back. he has two large point horns on top of his and two smaller horns in between. He is a bit of a grumpy monster but we are shure that he will bring you hours of enjoy. Owner a monster is a very tricky job. It is vital that you read this guide after you start playing with your monster. Please contact us straight away if you have any problems.

Error 1: missing full stop after toy

Error 2: missing capital letter for proper noun (Moosifer)

Error 3: missing capital letter for start of new sentence (he has...).

Error 4: misspelling 'point' instead of 'pointy'

Error 5: missing word 'head' (after, 'on top of his...')

Error 6: misspelling 'shure' instead of 'sure'

Error 7: misspelling 'enjoy' instead of 'enjoyment'.

Error 8: misspelling 'owner' instead of 'owning'

Error 9: wrong word choice 'after' instead of 'before'