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### Page 43 Two different people?

**Narrative objective:** To explore how characters behave if their roles are exchanged.

**Setting the homework:** Explain that we need to choose our words carefully if we are to provide accurate descriptions of people. Show some examples of descriptions of people that could be changed dramatically if one or two words were altered.

**Differentiation:** The most confident children could be asked to write their own contrasting character profiles.

**Back at school:** Enlarge or copy out some examples of children's work and discuss the antonyms they have used. If any children have written their own profiles, look at these with the class and discuss the antonyms that have been used.

**Link to 100 Literacy Framework Lessons Y2:** NU2, Phase 2: reversing the roles of good and bad characters.

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### Page 44 What's in a picture?

**Narrative objective:** To discuss how images can convey information to a reader.

**Setting the homework:** Tell the children that pictures in a story can help to tell you what the characters are like and what is happening in a story. Say that it would be useful to access the online version of the traditional tale on the website [www.bbc.co.uk/cbeebies/stories](http://www.bbc.co.uk/cbeebies/stories) (select Cinderella from the A to Z menu). Ask the children to say what each picture on the homework sheet represents.

**Differentiation:** Ask more confident learners to think of other objects in the 'Cinderella' story that could represent either the way a character behaves or feels, or an event in the story.

**Back at school:** Extend the differentiated task so that all of the children can consider the meaning conveyed in images from the story such as the mice, the cat, the glass slipper and the Fairy Godmother.

**Link to 100 Literacy Framework Lessons Y2:** NU2, Phase 3: how images can portray information to the reader.

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### Page 45 Birthday ball

**Narrative objective:** To use temporal connectives to write a story.

**Setting the homework:** Read the beginning of the story to the children pointing out the connecting words. Tell them that they are going to continue to write the story in their own words. Remind the children of the useful words they have been using to connect information within a sentence and to join some sentences together.

**Differentiation:** Some children will need to rehearse telling the story to their helper and this should be encouraged as part of setting the homework.

**Back at school:** Provide opportunities for children to tell their stories to one another in small groups.

**Link to 100 Literacy Framework Lessons Y2:** NU2, Phase 2: work on 'Cinderella' and the use of temporal connectives.

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### Page 46 Jill and Jack – Core skills

**Objective:** To revise the use of capital letters.

**Setting the homework:** Explain that the children have a story to read and that they will need to look closely at the capital letters in the story and decide why each is used.

**Differentiation:** More confident learners might be given a more challenging text. Less confident learners may need a simpler text and could be given a copy of a page of their school reading book.

**Back at school:** Look at an enlarged version of the text with the children and ask them to take turns to explain the reason for each capital letter.

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### Page 47 Talking to the giant – Core skills

**Objective:** To use question marks and exclamation marks.

**Setting the homework:** Explain to the children that they need to add question marks and exclamation marks to the speech bubbles from the story of 'Jack and the Beanstalk'. They will also need to add full stops.

**Differentiation:** Less confident learners may need their helpers to read the speech with correct intonation to help them decide what punctuation to use.

**Back at school:** Discuss the punctuation required for these examples. You could enlarge the speech bubbles to form part of a display on 'Jack and the Beanstalk'.

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