

A learning sequence using *The Secret of the Egg* by Nicola Davies (illustrated by Abbie Cameron) for Year 2



About my learning sequences: I cannot plan your English lessons for you as I do not know your class and their strengths and needs. However, I can plan a sequence of learning using a fantastic book as the learning tool. My sequence is generic and, with teaching, one size does definitely not fit all. Please use my ideas and adapt them to work for your class and setting. You will see that I have not differentiated, considered SEN or set learning objectives. Schools are all unique in how they do this. The title of each session is the focus, but please adapt this to fit your setting. I always see learning in a sequence as developing broader learning objectives and these can be found below and are taken from the National Curriculum.

When planning, I do not plan to ensure each session is an hour: I plan to ensure my learning intention is fulfilled. Some of these sessions may only take 20-30 minutes, while others can take much longer. If you have a rigid timetable you may decide to combine sessions. If your timetable is flexible, you will have further time for other activities when the session is short.

This learning sequence:

If your school hatches chicks from eggs, this sequence would be excellent to teach when the eggs are in. The first week has a strong reading focus. Ensure there are opportunities for extended writing in other areas of the curriculum.

Please note spelling objectives are not included in this sequence of learning.

Learning sequence writing outcome: A report to inform other children about animals that lay eggs considering vocabulary appropriate to the purpose.

Learning sequence objectives:

When reading:

- look at non-fiction books which are structured in different ways

When writing:

- write for different purposes
- plan what they are going to write about
- write down ideas, including key vocabulary
- subordination and coordination

Cross – curricular Links

Science curriculum



Session 1: The Hook – Understanding the purpose

Have a large egg in a nest in the middle of the classroom when then children arrive (utilise an Easter egg perhaps!) Where has it come from? Which animal might it belong to? Have some pictures of different animals on the board (a person, a fish, a bird, a whale, a pig, an ostrich etc.) Who might it belong to? Children share their ideas and explanations. Find out a little bit about which animals lay eggs: <https://www.egginfo.co.uk/schools/all-about-eggs/5-7/which-animals-lay-eggs> Share the book cover. Fiction or non-fiction? Why? What do they think might be inside? Record in reading journals, as well as which animal they think the class egg belongs to. In English, for this sequence, you will be zoologists. What does that mean? Explain to the children that they are going to be writing for the website to let other children know all about animals that lay eggs. We are going to learn all about the different animals and then think about how we can make our reports sound like we are proper zoologists!

Session 2: Enjoying the book and considering its structure.

Before opening the book, children note down what they already know about eggs. Read through the book, discussing the illustrations and the text. You may want to prepare questions prior to the session or let the children lead the discussion. Children note down what they have learnt about eggs from the text. Children also make a list of questions they want to investigate after reading the book. We must become ‘eggsperts’! Establish that the book is non-fiction. In their reading journals, children write down if they enjoyed it, if it is like other non-fiction books they have read and what they did and did not like about it.

Session 4: Subordination and coordination. Cover up the conjunctions in *The Secret of the Egg* and read it again to the children. Does it still make sense? What type of words are covered up? Uncover them and discuss how it sounds different. Why has Davies chosen to use these words? Why has she used the word ‘or’ so many times? Why has she started sentences with ‘but’? Discuss the effect on the reader.

Children look at reports with conjunctions hidden and then revealed – what effect does it have on the reader? Provide sentences that the children may use in their reports on coloured paper and conjunctions on another. Children consider how they could join sentences.

Session 5: What else do we need to know – research. Research facilities (ipads, Siri, computers required)

Consider the class subheadings that have been devised (an example below). Children have three columns under each subheading – what I already know / what I would like to find out/ Key vocabulary. Children note what they have already learnt and questions they have. Use the research tools to answer their questions.

Report headings

Introduction (Children don’t need to take notes for this section).

Which animals lay eggs?

Size and Colour

Where animals lay their eggs

The story of the... (children select their own animal to discuss).

Session 3: WAGOLL – text structure and vocabulary

Did *The Secret of the Egg* tell you facts or a story – discuss. Who might look at our writing on the website? (A child that is interested in animals/ someone who wants to know more about eggs). What do you want to include? Mind map initial subheading ideas as a class. Look at an example of an animal report to see how they are presented for children. *National Geographic Kids* or *Wild Republic* are two websites that have online content you could explore. *Literacywagoll.com* may have a report that you can use with your class. Alternatively dive into your library and find an age appropriate non-fiction book to discuss text structure and appropriate vocabulary choices. Make a list of all the points the children feel are important to maintain in their own reports.

Look at *The Secret of the Egg’s* text and imagine it was grouped under subheadings. Could it work as a report?

Session 6: Imitating report writing

Teacher to share a prewritten introduction for their report – ‘*Eggmazing Eggs*’ Children discuss whether it sounds factual but still engaging. Would children want to read on? How has the author balanced facts and being engaging? Discuss the use of conjunctions and the effect on the reader. As a class storyboard the introduction and children practise reading it aloud and learning it. Children imitate the introduction – focussing on the appropriate language choices.

Session 7: Planning the rest of the report/ writing time

Children return to their notes. In the final box – add key vocabulary that they are going to include within that section. In shared writing, each child writes the opening sentence to each section. This allows the teacher to ensure the tone is correct and the child engages the reader.

Teacher to model writing that has a list-like quality for the subheading *Which animals lay eggs?* Is it interesting to read/ listen to? As a class, up-level the writing to engage the reader. Children write their next one or two sections.



Session 8: Grammar session based on specific needs

Use the children's writing from the previous session to decide the focus for this grammar session. At the end of the session allow children to look at their writing from the previous session and apply knowledge from today's session.

Session 9: Time to write

Whole class feedback on things that are going well and areas to look out for. You may decide to provide a few numbered prompts as guidance. When looking at the books, identify key issues in the class and number them. Assign each child a number based on what their key issue is. Provide the children with time to look back at their writing so far and edit where necessary. Modelled writing to focus on issues identified and rectifying them. Children to continue writing.

Session 10: Time to write

The Story of the.... Choose an animal that the children have not chosen and model writing this section. Think aloud. Make your language choices explicit, including your conjunction choices. Children finish their first draft. Opportunity for peer marking.

Session 11: Time to improve

As with Session 9, identify key issues for children to address and provide numbered class prompts. Children work in pairs to up level their writing.

Session 13: Time to publish

Decide how children will publish. Do they need to add photos, drawings etc? Ensure they are put on the website and ask parents/ other classes/ siblings to review the reports with a focus on audience and purpose – do they engage and inform?

Session 12: Time to proofread

Children to make corrections to their spellings and punctuation. Provide appropriate scaffolding for each child's requirements.