Literacy:

**Objectives for the whole unit:**

To understand the distinction between fact and fiction; to use the terms ‘fact’, ‘fiction’ and ‘non-fiction’ appropriately;

To notice differences in the style and structure of fiction and non-fiction writing. Write own non-fiction reports

**Yr 1**

**Composition**

Write sentences by:

Saying out loud what they are going to write about

Composing a sentence orally before writing it

Sequencing sentences to form short narratives

Re-reading what they have written to check it makes sense. Read it aloud to peers.

**Vocab, grammar and punctuation**

Leave spaces between words

Punctuate sentences using a capital letter and full stop or question mark**.**

**Yr 2**

**Composition**

Write for different purposes

consider what they are going to write before beginning by:

Planning or saying out loud what they are going to write about

Writing down ideas and/or key words, including new vocabulary

Encapsulating what they want to say, sentence by sentence

**Vocab, Grammar and Punctuation**

Understand the 4 types of sentences - statements, question, exclamations, commands

**Day 1**

**WALT Write notes about what a polar bear looks like**

Remind that last week we did lots of writing about penguins – where do many penguins live? – Antarctica. Explain that today we are going to find out about an animal that also lives in a very cold place – not the South Pole, but in the North Pole, in the Arctic.

Explain that today we are going to be finding out about what polar bears look like. Then later this week we will be writing some non-fiction writing about what polar bears look like.

Ask your child what they know about polar bears already e.g What type of animal is a polar bear? What do they eat? Where do polar bears live? - mammal / carnivore / in the Arctic

Show the words: ‘polar bear’ and ask your child to practice writing them.

Stick one of the pictures of a polar bear at the top of your child’s remote learning book.

Explain that we are going to look at a book about polar bears, then write notes about what a polar bear looks like. Explain that when we write notes we don’t have to write sentences, just words or phrases (a group of words). We will use a bullet point for each different note.

Show front cover of Ice Bear by Nicola Davies (powerpoint) – do you think this book is fiction or non-fiction?

Explain that although it looks like a fiction book, it is actually a non-fiction book and it tells us lots of facts about polar bears.

Read the book with your child (year 2 will be able to read some of it themselves), Help your child to make notes as they read.

e.g

* long neck
* thick fat
* fur
* hollow hair
* black skin
* camouflaged
* small ears
* powerful nose to smell
* furry feet
* biggest hunter
* male bears – 3 metres long
* huge paws, sharp claws
* webbed feet

When they have finished, ask your child to read over their notes and talk about what they have found out. Make sure they just write notes about what polar bears look like at this stage.

If they want to find out more info they could look at the WWF poster (in the folder).

There are also some nice clips of polar bears:

<https://www.bbc.co.uk/programmes/p012zc93> (The polar bear family and me)

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-polar-bears-in-their-habitat/z73ygwx> ( polar bears and cubs)

**Day 2 WALT Write a heading and introduction about polar bears**

**To start –**Listen/join in with the penguin non-fiction text.

Then remind that yesterday we found out about what polar bears look like. Practice writing polar bear and look at the tricky part of each word.

How would we change 1 polar bear to 2 polar bears? What letter do we need to add? Explain that by adding ‘s’ we change the singular bear (1) into the plural (more than one)

Explain that we are going to the penguin non-fiction writing to help us write about polar bears. Show the heading – Perfect Penguins, then look at the first part of the penguin text – explain that this is the introduction.

**Perfect Penguins**

A Penguin is a type of bird that lives between the Equator and the South Pole. Penguins live on islands, on coasts and even on icebergs in the sea. They just need to be near water because they spend most of their time IN water.

What could we write for the polar bear heading?

What could we write for the introduction?

Help your child to decide on their heading and 2 or 3 sentences as the introduction – can they write what sort of animal polar bears are and where they live.

**Day 3 WALT Use our notes to write about what polar bears look like.**

**Use interesting ways of starting sentences.**

Remind that yesterday they wrote the heading and the introduction for their writing about polar bears. Today they are going to write what polar bears look like.

Highlight the sentence starters in What do penguins look like?

**What do penguins look like? (explain that this is another small heading – sub-heading)**

Would you be able to recognise a penguin if you saw one? In fact, they are birds but they cannot fly. Like most birds, they have feathers, a beak and wings. However, they are not just any bird. They have a sleek shape for speed in the water and big eyes to see underwater. A layer of blubber keeps them warm. This means they can survive in the cold of the Antarctic. Amazingly, their stiff flippers act like boat paddles to push and steer. **Most** penguins are about 60 centimetres tall, but the emperor penguin can be up to 1 metre tall.

**Write these sentence starters on post it notes and explain that the challenge today is to use some of them in your own writing about polar bears. Explain that if we use these sentence starters out writing will sound very interesting.**

Would you

In fact

Like most

However,

This means

Amazingly,

Most

.

Help your child to use these sentence starters and their notes to write about what polar bears look like. Encourage them to say their sentence, write it, then read it over. Can they start with a question? Praise them for starting some sentences using the sentence starters, as well as ‘they’ or ‘polar bears’.

Ask them to read over their writing at the end – have they written facts about what polar bears look like? Have they started some of their sentences in different ways?

Please send a photo of finished writing to me if you can.

**Day 4 WALT Write about what polar bears eat.**

**Use different ways of starting sentences**

**Show this writing about penguins and read it through together:**

**Penguins** eat a lot of fish. **They** have a hooked bill, or beak, to help them grab their dinner. **Barbs** on their tongues and in their throats help them to hold on to slippery food. **Be careful** if you come across a penguin in case it mistakes you for a fish!

Ask – what is this writing all about? What could the sub-heading be? Write the subheading at the top of the writing ( e.g Penguin Food, or What do they eat? or other ideas!)

Highlight the sentences starters in this writing. How many sentences are there? Do all the sentences start with the same word? Why? ( it makes the writing more interesting) Point out the exclamation mark at the end and talk about why it has been used ( for surprise or shock).

Talk to your child about what they know about what polar bears eat and how they catch their prey. This website has more information which you can read to your child:

<https://arcticwwf.org/species/polar-bear/diet/>

Explain that today they are going to write a sub - heading and 3 or 4 sentences about what polar bears eat. Ask your child to decide on a heading and write it in their book.

**Can they use these sentence starters for their writing about what they eat?**

**Can they use capital letters, full stops and an exclamation mark?**

Polar bears

They

Claws

Be careful

Ask your child to read over their writing at the end and check they have used the correct punctuation.

**Day 5**

**Show your child the word clever and discuss the meaning**

**Then show the word cleverest – what letters have been added onto the end of clever to make it into cleverest? Talk about what cleverest means. (out of a group, that one is the most clever; the cleverest)**

Ask your child – what do they think is the cleverest thing that polar bears can do?

Show them this writing about penguins:

Explain that it is in a fact box to make it really stand out for the reader.

|  |
| --- |
| **I don’t believe it!**  One of the clever**est** things about penguins is that they can surf through the waves. Sometimes they surf right from the water up onto the land! This can help them escape from predators such as killer whales. |

Point out the sub heading and the exclamation mark. Explain that this sub heading needs an exclamation mark because it is so amazing! Point out the apostrophe in don’t and explain that it is short for do not ( what letter has been replaced by the apostrophe?)

Draw a large fact box in their book and ask your child to write the sub-heading –

I don’t believe it!

Can they write 3 sentences about the cleverest thing that polar bears can do?

**WALT**

**Use the word cleverest.**

**Use capital letters and full stops.**

**Use an exclamation mark for something very amazing or clever.**

Extra task – they could write other describing words (adjectives) that can be changed using the ‘est’ ending e.g tall/ tallest long/ longest

nice/ nicest funny/ funniest, big/ biggest

Talk about how the root word changes/ doesn’t change