Our final literacy unit for this half term is on letter writing based on ‘Letters from a Zoo’ which is a PDF file, and ‘Dear Greenpeace’ by Simon James ( I will be providing a powerpoint of this book).

**Objectives**

**Know letters convey information**

**Know capital letters are used for people and place names**

**Know features of letters / write own letters in the correct format**

**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. Use capital letters for names of people and place names

**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

**Use commas in a list**

**Day 1**

Talk to your child about a time when they went to a zoo (if they can remember!).

Can they remember any animals they saw?

Explain that this story is about animals that are in a zoo who are writing letters to their friends and family.

Show PDF book and read it together - Letters from the Zoo

Note how the animals seem to be doing human-like things

Note the features of each letter – Dear, love

Discuss why each animal is writing their letter e.g They miss their family or friend, they are asking questions ( so they use ? at the end of the sentence) or they are sharing information ( so they often use ! to make a specific point stand out)

Show pictures of a polar bear in the zoo- explain that this polar bear is called Polly.

She has a polar bear friend called Percy who still lives in the Arctic.

She is going to write him a letter.

What might she tell him?

What might she ask him?

How will the letter start/end?

What might she be enjoying in the zoo or missing? What might be strange there?

**Write their letter from Polly to Percy**

**I can start my letter with Dear.**

**I can use capital letters for names.**

**I can write one question sentence.**

**I can end my letter with love from**

**Challenge – I can include some describing words (adjectives)**

**I can use an exclamation mark for something surprising or important.**

**Day 2**

Remind that yesterday they were pretending to be Polly the polar bear in the zoo and writing to Polly’s friend called Percy.

Show example letter (word document) from Polly the polar bear to her friend Percy, and read through together.

Explain that Percy still lives in the Arctic, but Polly has been taken to a zoo in England.

Explain that today we are going to think of some questions we would like to ask Polly about her life.

Show a large question mark – when do we use a question mark?

Ask your child to practice writing a question mark.

Show question starters – Do What Where When Why Who How

**Explain task – To pretend to be Percy the polar bear in the Arctic.**

**Write 5 questions for Polly.**

**Start with a capital letter and end with a question mark.**

e.g Do you have any nice food to eat?

How do you keep cool?

Why do the children stare at you?

Day 3

Ask – what punctuation do you know? E.g capital letter, full stop, question mark, comma, apostrophe (year 2)

Show an exclamation mark and ask your child to practice writing one.

When do we use an exclamation mark? – to show emotion - shock, surprise, anger, joy.

Explain that when Percy received Polly’s letter, he was shocked by some of the things she told him. Read the letter that Polly sent to Percy again. What do you think he would have been shocked by?

Talk about their ideas, then show this sentence:

How horrible it must be to live on concrete!

Show how to use this sentence for their own ideas.

Their sentence must start with ‘How’ and end with an exclamation mark.

e.g How terrible to have to eat rotten meat!

**Ask your child to write 3 exclamation sentences starting with How.**

**Day 4**

**To start**

Capital letters for names of places and names – use w/b’s - put some names and places on post-its – can your child write them using a capital letter?

e.g percy, polly, arctic, london zoo

Practise writing Dear…..,

**Then**

Remind about letters - Why would we need to write a letter? – to ask for something or find out information, or tell someone about something.

If you have any examples of letters at home it would be helpful to show them to your child.

**Use a post it note to add this address to the top of the letter from Polly to Percy:**

**London Zoo Regent's Park  
London  
NW1 4RY  
UK**

Explain that we are going to read Polly’’s letter again and see if we can spot other important things that should be included in a letter – I have added something – I wonder if you can spot what it is? ( address)Read Polly’’s letter again. And look at the address – capital letters etc

**Remind -What do we know about letters?**

**\* An address will tell you who and where the letter came from**

**\* Places and names begin with capital letters**

**\* Dear and Love from are sometimes used at the start and end**

**\* Can be written in the past tense – telling you something that has already happened.**

Explain that today we will be writing a reply to Polly from Percy – we will need to thank her for her letter. We are going to include

Address

Dear

Capital letters for names

1 question

1 exclamation

Information about life in the Arctic

Love from at the end.

Use this address:

Snowy Hole

North Pole

NOR PL1

Day 5

**Show Dear Greenpeace book - powerpoint**

Explain that Greenpeace is a group of people who care very much about the world we live in and the animals in it. They work to protect our world.

Show the girl on the front cover and explain that she is writing to Greenpeace about something – what might she be writing to them about?

Read the first letter and talk about the problem she has. Point out Dear and love – ways to start and end a letter – show how they are separate to the rest of the letter.

Show the next letter and explain that Greenpeace has written back to Emily.

Explain that today we are going to imagine we have found an animal from a polar climate (North or South Pole) somewhere in our home/school.

What animals might we have found? – record ideas on post - its.

Where might we have found them? E.g in the fridge, freezer, cupboard, under a desk, in your bed, on your swing, in the lounge, on the patio, in the toy box etc

Show this sentence: I love whales very much **and** I think I saw one in my pond today.

Highlight the *and* to explain that this sentence has 2 ideas in it, with the ***and***connecting them.

Show how to innovate on this sentence using animals and places.

e.g I love penguins very much and I found one in my freezer.

**WALT Change a starting sentence, using and to connect 2 ideas.**

Write this starting sentence in books:

I love whales very much and I think I saw one in my pond today.

Ask your child to write 3 new sentences, following the pattern of the original.