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**

If you have a fiction and a non-fiction book at home – show your child each book and ask them to describe how they are different – e.g one tells a made-up story, the other has real facts. Show the words - fiction and non-fiction and explain what they mean.

Explain that we are going to be finding out facts about penguins.

Show the word – penguin and practice writing it, looking at the tricky part (gu)

Show a picture of a penguin (stick into their remote learning book, in the middle of a page, or draw one) and penguin vocab – feathers, flippers, bill , belly, webbed feet, tail, head, eye.

There is apicture of a penguin in the file, but please don’t use the labels at the bottom.

**WALT Label a picture**

Explain that today they are going to label the picture of the penguin, then talk about what they know already about penguins.

Explain that a label helps to describe parts of a picture.

Show your child how to label the penguin, using a ruler line, then the label word. Can they label the penguin picture with all the penguin vocab: **feathers, flippers, bill , belly, webbed feet, tail, head, eye.** Explain that we are not writing sentences so they don’t need to use a capital letter. They must spell each label correctly by copying each word and use a ruler if you have one.

Ask your child - what facts do you know about penguins? Discuss their ideas.

BBC1 iplayer – Penguins: Meet the family (this is on iplayer at the moment – your child will enjoy watching excerpts from the programme)

**Day 2**

Remind that yesterday you were talking about fiction and non-fiction – can your child remember what each word means? If you have some examples of both types of book they could sort them into fiction and non-fiction books. How do you know which is which? Your child may talk about photos/ drawn pictures, contents page, story words/fact- type words, headings, glossary etc.

Look at the labelled picture of the penguin from yesterday and explain that today they are going to write some facts about penguins that they already know. They can use the picture and labels to help.

Explain that they are going to use bullet points to record each fact - explain that bullet points help the reader read each fact easily.

Yr 2 - Explain that a fact is a statement that we know about penguins.

**WALT : Write facts about penguins as bullet points.**

**Write sentences with a capital letter at the start and a full stop at the end.**

Remind about using a capital letter at the start and a full stop at the end of each fact. Encourage your child to say their sentence first using a finger for each word. Then write their sentence, then read it over to check it makes sense.

For some children a 4 or 5 word sentence is sufficient. For some yr1 children and all of year 2, try to encourage them to add more information to their sentence

e.g Child says - Penguins have two wings. You could ask – can they fly?

So your child can add to their sentence - Penguins have two wings but they can’t fly.

Year 1 should be able to write at least 3 facts. Year 2 should be able to write at least 5 facts.

**Day 3**

Ask your child to read their fact sentences from yesterday.

Practise spelling penguin – can they remember the tricky part?

Explain that today they are going to ask questions about penguins – facts they would like to know about penguins.

Show the question words – Who, Where, How, When, Why, What, Do – read each word

Explain that questions often start with these words. What do questions end with? (a question mark) Show how to write a question mark, starting at the top. Let your child practice writing a question mark a few times.

**WALT Write questions we would like to find out about penguins.**

**Write question sentences with a capital letter and a question mark.**

Explain that they are going to write 3 questions that they would like to find out about penguins. Each question needs to start with a capital letter and end with a question mark.

Ask your child to record each question on a new line in their remote learning book.

You could help your child to read the info here to see if they can find the answer to their questions:

<https://www.dkfindout.com/uk/animals-and-nature/birds/penguins/>