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 One of the aims this week is to learn a non-fiction text about penguins, using a picture map to help. This ’talk for writing’ approach helps children to learn some of the language features of non-fiction texts, so they will be able to use some of them in their own non-fiction writing.**

**WALT Begin to learn non-fiction writing about penguins.**

I have included a photo of the non-fiction text – Perfect Penguins – in the literacy file

Watch the video clip:

[**https://drive.google.com/file/d/11QvQz6Kgr1i73TVnzlfHgRqQXYtdXSZG/view?usp=sharing**](https://drive.google.com/file/d/11QvQz6Kgr1i73TVnzlfHgRqQXYtdXSZG/view?usp=sharing)

Your child may have to sign in to school360 to view the video.

Watch the video and then see if your child can start to learn the text using the photo to help.

They could also draw their own version with your help.

This is the text to help you: (The children don’t need to see this)

**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 do penguins look like?**

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.

**Day 2**

**To start - Watch and join in the video about the non-fiction text - Perfect Penguins**

**Explain that today we are going to find out what a glossary is in anon-fiction book.**

Look at the last slide from the Penguin non-fiction powerpoint from last week and read the glossary words and their meanings – Barb, Coast, Colony, Equator, Marine Mammals, Webbed. Explain that the glossary explains the meaning of special topic words from the book. If we didn’t have the glossary, we may not know what they mean.

Explain that the glossary words are in alphabetical order – the same order of the alphabet – ask your child to sing the alphabet.

If you have an more non-fiction books at home, you could ask your child to look in them to find out if they have a glossary. Usually the word in the glossary is in bold in the text.

Show your child these words and explain that they are all special words about penguins:

blubber

chick

flippers

huddle

Talk about the meaning of each word with your child, then ask them to write the word in their home learning book and write a sentence explaining what it means.

e.g blubber –Blubber is like fat and it keeps a penguin warm.

**Day 3**

**To start - Watch and join in the video about the non-fiction text - Perfect Penguins**

Remind about fiction/ non-fiction – what do they mean?

I wonder if you can spot some differences between non-fiction and fiction writing?

Show the sentences on the sheet in the folder – there are year 1 and year 2 sentnces– which is fiction/ non-fiction – talk together – show one sentence at a time.

What clues are there which show which is fiction? – e.g names for the animals, feelings, past tense endings.

What clues are there which show which is non-fiction? – e.g fact sentences, present tense.

Activity – sort your sentences into fiction/ non-fiction

Need to divide page in remote learning book into half and label fiction/ non-fiction.

Year 1 sentence sheet

Year 2 sentence sheet

Challenge – try writing a non-fiction sentence about penguins and then a fiction sentence.

**Day 4**

**To start - Watch and join in the video about the non-fiction text - Perfect Penguins**

**WALT : Write our own non-fiction introduction about a different animal.**

Show this text – and ask your child what facts does it tell us about penguins? E.g it tells us what type of animal they are and where they live. 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.

Look at the words – **type of** and **because**

Explain that today they are going to write 3 sentences about an animal of their choice. They have to write about what type of animal it is and where it lives. They must use **type of** and **because** in their sentences. Help your child to orally rehearse their sentences, using the penguin writing as a guide.

e.g A hamster is a **type of** mammal that is kept as a pet. Hamsters also live in warm, dry places like Greece. They don’t like the cold **because** they can freeze in cold weather.

**Day 5**

**To start - Watch and join in the video about the non-fiction text - Perfect Penguins**

WALT Write about what an animal looks like.

Use a question at the start.

Use **in fact**, **all** and **Amazingly**

Show the penguin writing and read it to your child – they may be able to join in by now.:

**What do penguins look like?**

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.

Look at the first sentence together – what sort of sentence is it? – a question.

Explain that a question helps the reader want to find out more about that animal.

Can your child think of a question to make the reader want to find out more about their own animal?

E.g Would you recognise a hamster if you saw one?

Can they write the next sentence starting with **In fact?**

**E.g** In fact they are mammals but they are very small.

Can they write the next sentence using **All?**

**e.g All** hamsters have four legs and a furry body.

Their last sentence has to start with **Amazingly. What is amazing about their animal?**

**e.g Amazingly** hamsters can hold food in pouches in their mouths.

Read over their 4 sentences – does their non-fiction writing sound interesting to read? Explain that using a question and words like **in fact**, **all** and **Amazingly** make non-fiction writing interesting to read.

Next week they will be writing their own non-fiction writing about polar bears.