

## Literacy Activities

Week Beginning Monday 1<sup>st</sup> March 2021

### In ALL WRITTEN TASKS;

- Please reinforce with your child the importance of starting EVERY sentence with a capital letter. If children don't know what some capital letters look like, please get them to refer to the [alphabet chart](#) provided.
- Please INSIST that your child ends EVERY sentence with the appropriate punctuation (either a full stop, question mark or exclamation mark).
- Please INSIST on correct spelling of 'tricky words' (children are allowed and should be encouraged to use the word mat provided - [Phase 2 to 5 tricky words](#)).
- Please encourage your child to use Phonics for spelling (see the [Phonics Sound Mat](#) provided).
- In class, we have already worked on conjunctions (and, but, so, because, when, if, so, although, even though). These words make children's sentences longer and more interesting to read. Please encourage your child to include some.
- We have also worked on adjectives. These also make sentences much more interesting. Please encourage your child to include adjectives wherever they can. E.g. instead of just writing 'the box', children could write, 'the big blue box with small shiny handles'.
- Finally, we have worked on verbs and adverbs. Verbs tell us what was happening and adverbs tell us how it was happening. E.g. instead of simply writing, 'the elephant was walking', children could write, 'the elephant was walking slowly and steadily'.

Activities
<p>Monday 1<sup>st</sup> March</p> <p><b>Learning Objective:</b> I can write questions.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"><li>• I begin my sentences with a capital letter and end them with a question mark.</li><li>• I write questions about our topic.</li><li>• I can ask somebody to answer my questionnaire.</li></ul>

Have a chat to your child about all of the things in our homes that are made of plastic. Talk about what we do with those items when we no longer need them. Do we recycle them?

Help your child to come up with their own survey (perhaps 5 questions) about plastic and recycling. Children write their questions, leaving space for answers. They could include boxes that can be ticked 'yes', 'no', 'sometimes', 'never', 'don't know'.

Possible questions might include;

- How many pieces of plastic do you think we buy every week?
- Do we buy anything that comes wrapped in plastic and doesn't need to be? Such as bananas.
- Do we recycle?
- Is recycling important to you? Why / why not?
- Do we re-use any plastic items? What are they and what do we use them for?
- Do you think that big supermarkets are doing enough to reduce the amount of plastic packaging they use?

These are just some ideas. Your child might have different questions they wish to ask. It would be lovely to see some of children's own ideas. Make sure they start every question with a capital letter and end it with a question mark.

Once they have written their questionnaire, can they give it to somebody else to answer their questions? So perhaps, if Dad has helped to write the questions, maybe Mum could answer them? Or perhaps you could e-mail or post it to another family member or a friend to answer the questions?

Tuesday 2<sup>nd</sup> March

**Learning Objective:** I can write statements.

**Success Criteria:**

- I can share the results of my questionnaire.
- I can think of a way I can help with the problem.
- I include a capital letter and a full stop in my sentence.

In Year 2, we teach children to write 4 different types of sentences;

- Statements just tell somebody something, e.g. 'The chair is red'.
- Questions ask things, e.g. 'Is the chair red?'
- Commands are bossy sentences, they tell somebody to do something, e.g. 'Tuck in your chair'.
- Exclamations exclaim things. They express fear, anger or surprise, e.g. 'What a beautiful red chair!'

The confusion comes with exclamations. We are required to teach that an exclamation sentence starts with 'what' or 'how' and it must contain a verb. However, we know that we can use exclamation marks for other things too. You might end a command with an exclamation mark if the command was being shouted.

If somebody has had the chance to answer your child's questionnaire from yesterday, take some time to look at it with your child. What have you found out? Are you surprised by any of the answers?

Talk about whether there is anything children can do as individuals or that their family can do to help with the problem of plastic.

We would like children to write a 'Plastic Pledge' or 'Promise'. This should be a short paragraph (maybe 4 or 5 sentences) of things they think they could do to help. **Their sentences will all be statements, meaning that they should start with a capital letter and end with a full stop.** They might promise to always put plastic in the recycling bin, or to re-use particular items, or to try to buy less things that are packaged in plastic. In the past, children have often promised to pick up rubbish they spot on beaches, although that probably isn't a good one at the moment, as we aren't going out, and even if we were, you probably wouldn't want them touching other people's rubbish!!!! ☺

Wednesday 3<sup>rd</sup> March

**Learning Objective:** I can read and spell words with the suffixes -ness and -ful.

**Success Criteria:**

- I can read root words and suffixes.
- I can match the root word to its suffix.
- I can write a word bank in my Remote Learning book.

Remind your child of the suffixes we learned last half term -ly, -less and -ment. Remind them that suffixes are added to the end of words.

We are now going to learn two new suffixes -ness and -ful.

You could take a look at the '[loop cards](#)' and arrange these in a circle on the floor. The idea of loop cards is that you sit the children in a circle and each child has a card. You start with a child and they read out their card, for example, 'I have happiness, who has sadness?' Then the child who has 'sadness' reads out their card, e.g. 'I have sadness, who has illness?', then the child who has 'illness' reads out their card. It should work its way round so that every child has read their card and it goes

back to the beginning child. Obviously this isn't possible at home, unless you have a massive family! But you could arrange the cards in a circle on the floor and ask your child to have a go at reading all of them.

Have a go at the '[ful and ness matching cards](#)' activity. On this sheet, there are lots of different root words and the suffixes 'ness' and 'ful'. Children cut out all of the words and stick the correct suffix next to the root word, for example, you could have 'helpful', but you couldn't have 'helpness'.

Thursday 4<sup>th</sup> March

**Learning Objective:** I am beginning to understand the meanings of words with the suffixes -ness and -ful.

**Success Criteria:**

- I can read words that have the suffixes -ness and -ful.
- I can discuss word meanings with somebody at home.
- I can match words to their meanings.

Remind children of the activity they did yesterday where they matched root words to their suffixes.

You could possibly play the loop game/s again.

Today we are going to have a think about what some of those words mean and match them to their definitions.

Have a look at the sheet '[suffix words and definitions](#)'. You will need to chop the sheet up so that your child can read them and match the word to its definition. Children can then stick these into their Remote Learning Book once they have matched them correctly.

Friday 5<sup>th</sup> March

**Learning Objective:** I can match present and past tense verbs.

**Success Criteria:**

- I am beginning to know the difference between regular and irregular past tense verbs.
- I can read past and present tense verbs.
- I can match past and present tense verbs.

Explain to your child that we can write (and talk!) in either the [present or past tense](#).

Present tense means it is something that is happening now, whereas past tense means it happened at some point in the past.

Give examples,

e.g. 'The girl jumps'. This is in the present tense.

'The girl jumped'. This is in the past tense.

So, we can change present to past by adding the suffix -ed.

If we add the suffix -ing, it can be in the past OR present. We have to look at the other words in the sentence, e.g.

'The girl is jumping'. This is in the present tense.

'The girl was jumping'. This is in the past tense.

Sometimes verbs are IRREGULAR which means we can't change them by adding -ed. Their past tense versions are completely different words, e.g. the past tense for 'go' is 'went'.

At school, we have sets of Lego and we have written past and present tense verbs on them so that children can match them up, e.g. we have a piece of Lego with the word 'went' and another piece of Lego with the word 'go'. Children can then find this matching pair and join them together. You can do this at home if you have some Lego that you don't mind using, and a marker pen. Otherwise, you could just write the words on pieces of paper for your child to match up.

Words to use;

go - went	ask - asked
eat - ate	chew - chewed
blow - blew	destroy - destroyed
buy - bought	help - helped
fly - flew	look - looked
feel - felt	open - opened
catch - caught	slump - slumped
find - found	walk - walked
come - came	watch - watched

Once your child has matched them, can they decide which ones are REGULAR (ones where you just add -ed) and which ones are IRREGULAR (ones where the past tense is a completely different word)?

Can children write their lists in their Remote Learning book?