

Literacy Activities

Week Beginning Monday 1st February 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
Activity 1 Monday 1 st February Today we are continuing with the letter that children started on Friday. If you were not able to complete the task on Friday, please do that before attempting this one.

Learning Objective: I can write a letter with support from an adult.

Success Criteria:

- I know the features of a letter.
- I include suffix words.
- I include different types of sentences.

For the task today, you will need all of your usual bits and bobs ([alphabet chart](#), [phonics mat](#), [tricky word mat](#)), but you will also need the [list of suffix words](#) (see resources).

Watch the video of Miss Jordan explaining and demonstrating the task and then have a go yourself.

Activity 2 and 3

Tuesday 2nd February and Wednesday 3rd February

Learning Objective: I can write a letter by myself.

Success Criteria:

- I know the features of a letter.
- I include suffix words.
- I include different types of sentences.

This task should take today and tomorrow to complete, so that your child has the opportunity to write a really good amount (half a page to a full page, split over the two days).

It might seem that we are asking children to do the exact same job as they did yesterday and Friday. However, this is our PHASE 3 task. At school we often do this. We get children to practice doing a piece of work with LOTS OF HELP AND SUPPORT. Then in PHASE 3, they do a piece of writing INDEPENDENTLY, or with as little support as possible. This gives us the opportunity to ASSESS what they can do.

So, this should be their INDEPENDENT piece of work.

At the end of The Magic Finger story, Mr Gregg and his family had changed their minds about hunting. Mr Gregg was smashing up their guns and the family were being kind to all sorts of birds. They felt so strongly that they

even changed their name, from Gregg, to Egg! But then everybody heard that a shot had been fired. The Girl wanted to know where it came from and Mr Gregg / Egg told her that it would be the Cooper family. He said that they were 'shooting mad'. The Girl started to get cross and her finger started to tingle and she ran off in search of the Cooper family.

The task for the children today and tomorrow is to write a letter to the Cooper family, explaining the reasons why they should stop hunting. Like in the last letter, we are pretending that it is a letter from The Girl.

- You can remind your child that a letter needs an address, but see if they can tell you where to put it (top right). You might suggest that they copy the address from the previous letter.
- Ask them what comes next, and they will hopefully be able to tell you that we need to write the date. They might need help with this part too.
- They should then know that the letter should start with 'Dear Cooper Family'.
- From this point on, try to get them to do it by themselves. Remind them to use the [list of suffix words](#). You can also put all of the usual bits in front of them ([alphabet chart](#), [tricky words](#), [phonics mat](#)).
- Hopefully, they will remember to end their letter with 'From The Girl'.

Good luck Year 2!

Activity 4

Thursday 4th February

THIS IS A PIECE OF WORK THAT WE WOULD LIKE TO SEE, ONCE IT IS COMPLETE. PLEASE TAKE A PICTURE OF IT AND SEND IT TO;

Y2@elystjohns.cambs.sch.uk

Learning Objective: I can edit and improve my work.

Success Criteria:

- I edit my work using a different colour.
- I use my alphabet chart and word mat to help me.

After we have done an independent piece of writing, we help children to edit their work. At school we use our special purple pens for this, but any pen or

pencil that is a different colour to the one they used to write the letter is fine.

You might think that this is spoiling their lovely work, but this is a skill that we are required to teach. Children are used to doing this at school.

It might also seem that we are criticizing children and pulling apart their efforts and hard work. However, we don't ask children to correct EVERY SINGLE MISTAKE. We only ask them to correct things that we think THEY SHOULD KNOW. So this will vary from child to child. The things they should change are;

- If they have forgotten to start a sentence with a capital letter.
- If they have forgotten to end a sentence with a full stop.
- If they have forgotten to use a capital letter for the name of a person or place, or for something like a day of the week or a month of the year.
- If they have incorrectly spelled one of the words from their [tricky word mat](#).
- If their sentence does not make sense, because they have missed out words or written them in the wrong order, or if the sentence is in the wrong tense. If they need to re-write a whole sentence, they should put a neat line through the sentence and re-write it underneath their work.

We want them to use a coloured pen or pencil, rather than rubbing out mistakes, because we want to see that they are able to make corrections.

You should not simply tell your child what they have done wrong. Get them to read their own work, out loud, sentence by sentence and see if they can spot anything that needs changing. You can give them suggestions, like, 'look at that sentence again, are all of your capital letters in the right places?'

REMEMBER TO SEND THIS PIECE OF WORK IN BY SENDING A PHOTOGRAPH OF IT TO;

Y2@elystjohns.cambs.sch.uk

Activity 5

Friday 5th February

Learning Objective: I can read a text and answer questions about it.

Success Criteria:

- I can read a piece of text carefully OR listen carefully as a grown-up reads it to me.
- I can read and understand questions OR listen as a grown-up reads them to me.
- I can find the answers to the questions in the text and write them down.

This week, we have provided a Reading Comprehension activity about Roald Dahl. The activity is differentiated, so there is an easier version, a medium difficulty and a harder one. If you look in the bottom left corner of the sheets, you will see that there is one star, two stars or three stars. The one star is the easiest. You can choose which one you think is best for your child.

If they are able to read it by themselves, they should do so. However, if they cannot, then you can read it out loud, but get them to follow along with their finger as you read.

Then, have a go at answering the questions. If you don't have a printer at home, they can just write the question number and answer in their book.

In previous weeks, we have provided a separate comprehension activity, but we will not do so this week.