

## Writing: Year 1 – Summer 2 Week 4

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>W r i t i n g</b>	<p><b>Write a persuasive letter</b></p> <p>Watch this <a href="#">video</a> about how to write a persuasive letter to Greenpeace.</p> <p>Look at the letter example below (resource 5A)</p> <p>Use your plan from last week to <b>write</b> your own letter to Greenpeace.</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- Start with Dear Greenpeace</li> <li>- Say why you are writing the letter</li> <li>- Write 3 facts about gorillas or blue whales</li> <li>- Write in <a href="#">couplets</a></li> <li>- Say what you think Greenpeace should do.</li> </ul>	<p><b>Plan a reply from Greenpeace</b></p> <p>Imagine you work for Greenpeace and you are replying to Emily's letter.</p> <p>Use the planning grid below (resource 2A) to <b>plan</b> your own letter from Greenpeace.</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- Say why you are writing</li> <li>- Give 3 reasons for why the animal <b>cannot</b> be a gorilla or blue whale</li> <li>- Say what animal you think it is</li> <li>- Say who the letter is from</li> </ul>	<p><b>Write a reply from Greenpeace</b></p> <p>Watch this <a href="#">video</a> to see an example of a reply from Greenpeace.</p> <p>Use your plan from yesterday to <b>write</b> your own letter to Emily from Greenpeace.</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- Start with Dear Emily</li> <li>- Say why you are writing</li> <li>- Give 3 reasons for why the animal cannot be a gorilla or blue whale</li> <li>- Write in <a href="#">couplets</a></li> <li>- Say what animal you think it is</li> <li>- Write 'yours sincerely'</li> </ul>	<p><b>Read your letters aloud</b></p> <p>Read one or both of your letters out loud to your family.</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- Speak clearly</li> <li>- Add expression</li> <li>- Face the audience</li> </ul>	<p><b>Publish your letter</b></p> <p>Publish one or both of your letters you have written this week.</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- Write neatly and clearly</li> <li>- Form your letters correctly</li> <li>- Draw pictures to decorate your letters</li> </ul>
<b>R e s o u r c e s</b>	<p><a href="#">Video</a> - Persuasive letter example</p> <p><a href="#">Video</a> - couplets</p> <p>Resource 1A – written letter example</p> <p>Resource 1B- support template</p>	<p>Resource 2A – planning grid</p>	<p><a href="#">Video</a> – letter from Greenpeace</p> <p><a href="#">Video</a> - couplets</p> <p>Resource 3A - example reply from Greenpeace</p> <p>Resource 3B- support template</p>		<p>Resource 5A- support template</p>



Reading: Year 1 – Summer 2 **Week 4**

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
Reading	Who le class	<a href="#">Triangle</a>	<a href="#">The Koala who Could</a>	<a href="#">The Magic Finger - part 3</a>	<a href="#">Space Tortoise</a>	<a href="#">My goat and I wish I were a fish</a>	
	Pho nics	<b>Revision</b> <b>Phonics play - Username: march20 Password: home</b> Log into <a href="#">Phonics Play</a> and practise reading <b>Phase 5 sounds</b> using the various games and interactive resources.					
	I n d e p e n d e n t	*	<a href="#">Puss in Boots</a>	<a href="#">Pet Costume Party</a>		<a href="#">The Treasure Map</a>	
		*	<a href="#">Do all bugs have wings?</a>	<a href="#">A Masked Mob Mystery</a>	<a href="#">The Tricky Tooth</a>		
		*	<a href="#">The Grunt and the Grouch: Beastly Feast!</a>			<a href="#">How the Leopard got his Spots</a>	
<b>Spelling</b>		Challenge! Choose 5 more words that you find tricky from the <a href="#">Year 1 list</a> and practise spelling those too.					



## Resource 1A – letter example

### **Persuasive letter to Greenpeace**

Dear Greenpeace,

I am writing this letter to tell you that there is a gorilla living in my garden.

I know it must be a gorilla because it is enormous. Gorillas are one of the biggest mammals on earth. Yesterday I saw it sitting underneath the tree and eating leaves from plants. It was using its sharp teeth to chew the leaves. Finally I know it must be a gorilla because it makes lots of different calls and noises. Sometimes they are short and sound like a dog barking!

I think you should help me return the gorilla to its rainforest home.

Love,

Emily



**Resource 1B – support template**

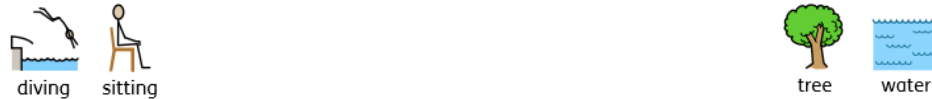


Dear \_\_\_\_\_

I am writing this letter to tell you \_\_\_\_\_



I know it must be a \_\_\_\_\_ because \_\_\_\_\_



Yesterday I saw it \_\_\_\_\_ under \_\_\_\_\_



It was looking for \_\_\_\_\_ to \_\_\_\_\_



Finally I know it's a \_\_\_\_\_ because \_\_\_\_\_


























I think you should help \_\_\_\_\_ and \_\_\_\_\_

Love

\_\_\_\_\_

**Resource 2A – planning grid**

<p>Who are you writing the letter to?</p>	
<p><b>Why</b> are you writing the letter?</p> <p>     </p> <p>not    cannot    impossible    no way</p> <p>    </p> <p>gorilla    Blue    whale</p>	
<p>3 reasons why the animal must <b>NOT</b> be a gorilla (e.g. gorillas are too big)</p> <p>    </p> <p>live    ocean    forest</p> <p>     </p> <p>eat    krill    leaves    shoot</p> <p>      </p> <p>too    cold    too    big    too small</p>	<p>1.</p> <hr/> <p>2.</p> <hr/> <p>3.</p> <hr/>
<p>What animal do <b>you think</b> it is?</p> <p>     </p> <p>squirrel    mouse    goldfish    tadpole</p>	
<p><b>Who</b> is the letter from?</p>	

### Resource 3A – Reply from Greenpeace

Dear Emily,

Thank you for your letter.

I am going to tell you why the animal in your garden is not a gorilla.

Gorillas are the largest primates in the world and would not fit in your garden. They are too big and heavy. You live in London. Gorillas live in the bamboo forests of Africa! Finally, you said that the gorilla was eating leaves. Gorillas can eat all day long and would eat your whole garden and still be hungry!

I'm sorry to disappoint you. I think it is a very large cat.

Yours sincerely,

Greenpeace

**Resource 3B – support template**

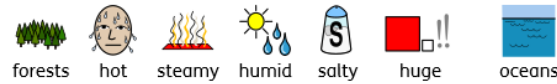
Dear \_\_\_\_\_



I am going to tell you why \_\_\_\_\_



\_\_\_\_\_ are \_\_\_\_\_



\_\_\_\_\_ live \_\_\_\_\_



Your \_\_\_\_\_ is \_\_\_\_\_



They \_\_\_\_\_ to \_\_\_\_\_



I think \_\_\_\_\_

Love

\_\_\_\_\_

**Resource 5A – support template**

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## Spelling Words to help with your writing

### Reception Words to learn

a	at	<b>go</b>	<b>is</b>	in	<b>my</b>	<b>she</b>	<b>they</b>
<b>all</b>	<b>be</b>	<b>he</b>	<b>has</b>	it	<b>no</b>	<b>so</b>	<b>you</b>
and	<b>by</b>	her	<b>have</b>	<b>like</b>	<b>of</b>	<b>to</b>	<b>was</b>
<b>are</b>	<b>do</b>	<b>his</b>	<b>I</b>	<b>me</b>	<b>said</b>	<b>the</b>	<b>we</b>

### Tricky words (bold)

Tricky= Cannot be spelt correctly using the usual representation of sound  
eg '**is**' will be pronounced but not spelt '**iz**'


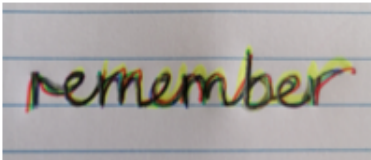

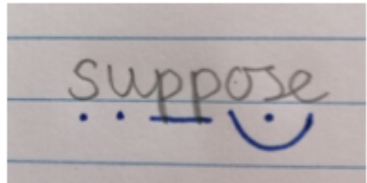
### Year 1 Words to learn

ask	full	little	people	today	<b>Monday</b>	zero	
asked	here	looked	pull	want	<b>Tuesday</b>	one	eleven
called	house	love	push	were	<b>Wednesday</b>	two	twelve
come	I'll	Mr	put	what	<b>Thursday</b>	three	thirteen
does	I'm	Mrs	says	when	<b>Friday</b>	four	fourteen
eye(s)	it's	once	school	where	<b>Saturday</b>	five	fifteen
friend		our	some	who	<b>Sunday</b>	six	sixteen
			their	why		seven	seventeen
			there	your		eight	eighteen
			these			nine	nineteen
						ten	twenty

## Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

## Spelling Strategies

<p><b>Pyramid Writing</b></p>  <p>The word 'because' is written in a pyramid shape on lined paper. Each row adds one letter: 'b', 'be', 'bec', 'beca', 'becau', 'because'.</p>	<p><b>Rainbow writing</b></p> <p>Write the word over and over again using different colours.</p>  <p>The word 'remember' is written on lined paper with each letter in a different color: r (red), e (orange), m (yellow), e (green), m (blue), b (purple), e (pink), r (red).</p>	<p><b>Create a mnemonic</b></p>  <p>A graphic with the word 'rhythm' in a stylized font. Below it is the mnemonic: 'Rhythm Helps Your Two Hips Move.' To the right is an illustration of two stylized figures with colorful heads (orange, blue, green) and purple bodies, holding hands.</p>
<p><b>Sound Buttons</b></p>  <p>The word 'suppose' is written on lined paper. The 'u' has a dot above it, the 'p' has a dot below it, and the 'o' has a smiley face below it.</p> <p><b>**Note, this may not work for words you cannot 'sound out'</b></p>	<p><b>Underline the tricky part</b></p> <p>se<u>p</u>arate</p> <p>lib<u>r</u>ary</p> <p>na<u>u</u>ghty</p>	<p><b>Look, Say, Cover, Write, Check</b></p> <p><b>Look</b> at the word <b>Say</b> it out loud <b>Cover</b> it up <b>Write</b> it <b>Check</b> whether it is spelt correctly</p>

