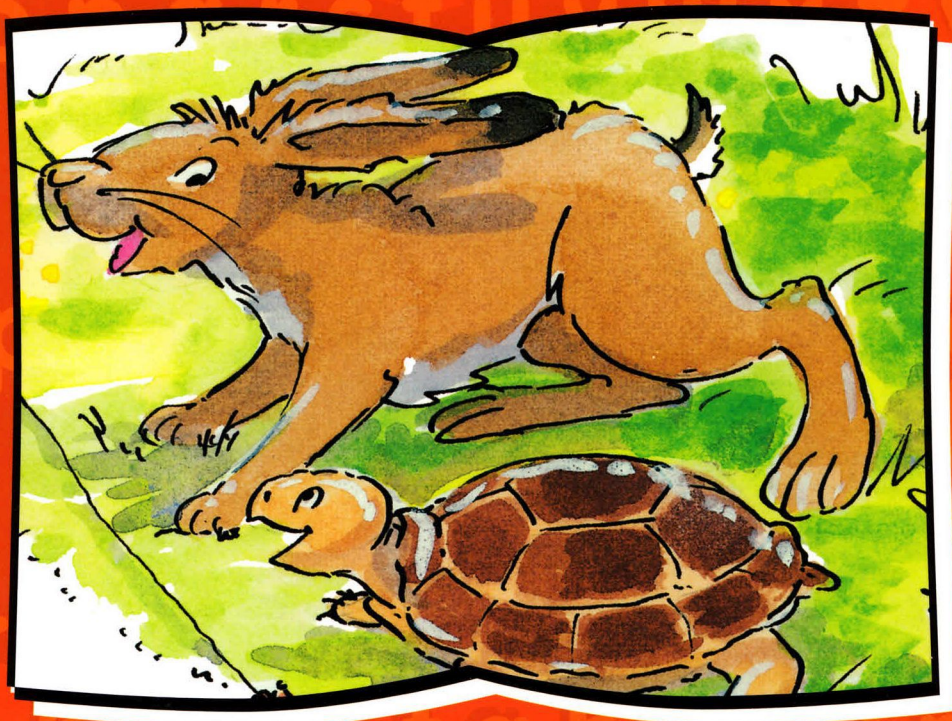


Teaching and Learning

Key Stage 1

Literacy Activity Book

Letts

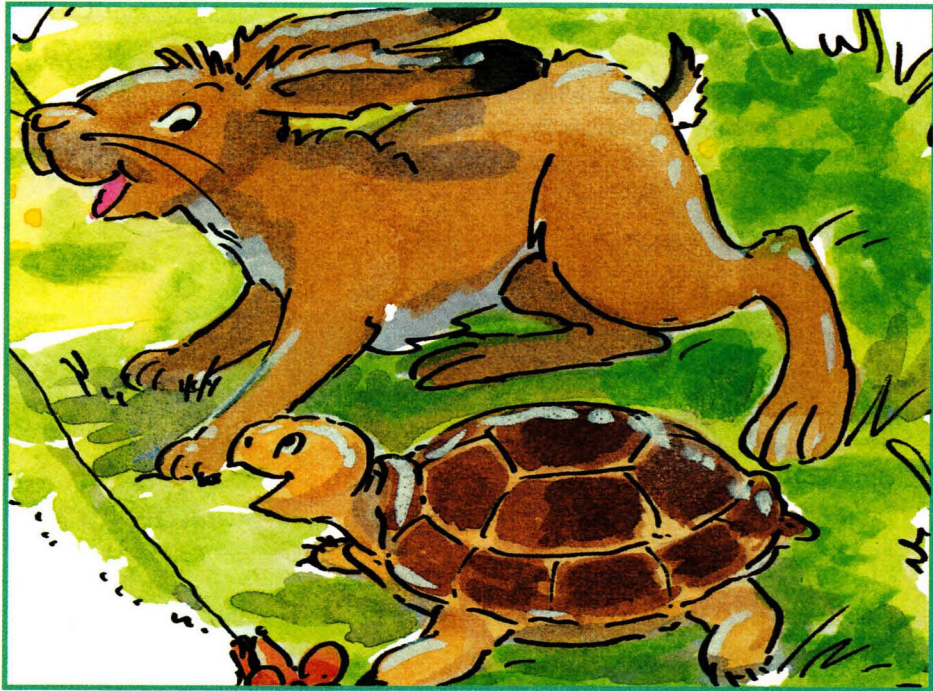


Literacy

**Year 1
Term 2**

*Literacy
Activity Book*

Year 1 Term 2



Louis Fidge

Letts

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Introduction

The Year 1 Literacy Textbooks:

- ◆ support the teaching of the Literacy Hour
- ◆ are best used along with the *Year 1 Poster Packs* and *Teacher's Notes* which provide more detailed suggestions for development activities
- ◆ help meet the majority of the objectives of the National Literacy Strategy Framework (when used in conjunction with the *Year 1 Poster Pack* and *Teacher's Notes*)
- ◆ are divided into three books, each containing one term's work
- ◆ contain ten units per term (equivalent to one unit a week)
- ◆ contain one Writing Focus unit each term to support compositional writing
- ◆ provide coverage of a wide range of writing, both fiction and non-fiction, as identified in the National Literacy Strategy Framework
- ◆ assume an adult (a teacher, parent or classroom assistant) will be supporting the children, reading to and with them, and mediating the tasks
- ◆ assume much of the work will be done orally, with written responses expected only as and when pupils have sufficient competence to record them.

Unit number →

Text for reading and discussion →

Key teaching points →

Text Level activities (purple)

Sentence Level activities (yellow)

Word Level activities (green)

Writing Focus unit:

- ◆ appears on pages 26–29
- ◆ develops aspects of work covered in preceding ten units
- ◆ supports work on compositional writing
- ◆ contains support and suggestions for the teaching of different essential writing skills
- ◆ assumes much work will be done orally through discussion
- ◆ assumes that an adult will act as a scribe, helping children record their ideas for much of the time, and that children will only be expected to record as their developing writing competencies allow.

Phonic Check-up:

- ◆ appears on pages 30–31
- ◆ reviews the phonic work covered in the preceding ten units
- ◆ may be used to provide a review of progress or as further practice in areas of concern.

High Frequency Word List:

- ◆ appears on page 32
- ◆ contains words that frequently appear in children's reading and writing
- ◆ may be used to help children to recognise these words on sight and spell them correctly
- ◆ provides an easily accessible resource for spelling and reading activities and a ready reference section.

Focus

	Focus		
	Text Level	Sentence Level	Word Level
Year 1, Term 2	<ul style="list-style-type: none"> • Features of rhyme/poem 	Predicting missing words	Initial, final and medial sounds
	<ul style="list-style-type: none"> • Characterisation 	Using capital letters and full stops	Word endings ss and ll
	<ul style="list-style-type: none"> • True/false statements 	Reordering words	Word ending ck
	<ul style="list-style-type: none"> • Understanding dialogue 	Using capital letters and full stops	Initial consonant clusters
	<ul style="list-style-type: none"> • Sentence beginnings and endings 	Predicting missing words	Word ending ng
	<ul style="list-style-type: none"> • Recounting main points in order 	Predicting missing words	Initial consonant clusters
	<ul style="list-style-type: none"> • Understanding alphabetical organisation 	Expecting a text to make sense	The alphabet
	<ul style="list-style-type: none"> • Features of rhyme 	Using capital letters and full stops	Segment clusters into phonemes
	<ul style="list-style-type: none"> • Locating and reading parts of text 	Reordering words	Initial consonant clusters
<ul style="list-style-type: none"> • Characterisation 	Predicting missing words	Final consonant clusters	
	Writing Focus		
	<i>Writing about characters; Writing a report; Writing questions; Writing a rhyme; Writing a story sequel</i>		
	Phonic Check-up		
	<i>Review of Word Level skills covered in Units 2.1–2.10</i>		

CONTENTS

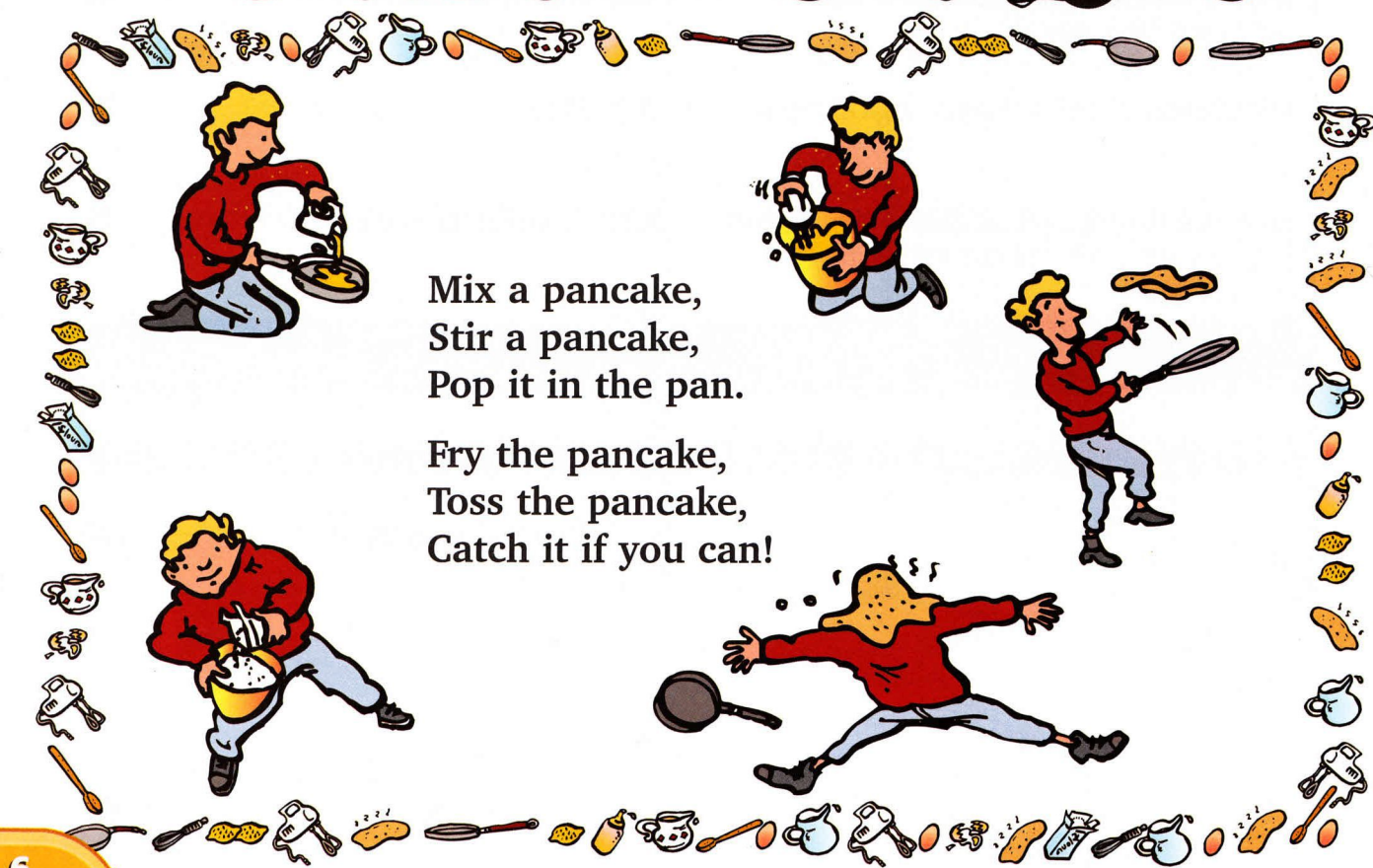
Range	UNIT	Page
Poem and traditional rhyme with familiar, predictable and patterned language	2.1	6
Traditional/fairy story	2.2	8
Information text (non-chronological report) with labelled diagram	2.3	10
Traditional story in playlet form	2.4	12
Traditional rhyme with different cultural setting	2.5	14
Story with familiar, predictable and patterned language with different cultural setting	2.6	16
Alphabetically-organised text	2.7	18
Rhyme with familiar, predictable and patterned language	2.8	20
Information text (non-chronological report)	2.9	22
Story with familiar, predictable and patterned language with different cultural setting	2.10	24
	Writing Focus	26
	Phonic Check-up	30
	High Frequency Word List	32

Teatime



I'm a little teapot,
short and stout;
Here is my handle,
here is my spout.

When I see the teacups,
hear me shout,
"Tip me up and
pour me out."



Mix a pancake,
Stir a pancake,
Pop it in the pan.

Fry the pancake,
Toss the pancake,
Catch it if you can!

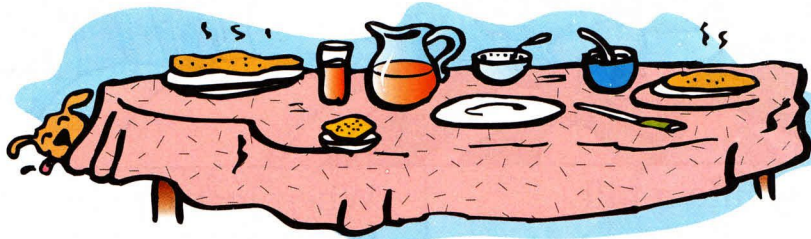
TEXT

- 1 What is the first rhyme about?
- 2 What does the teapot look like?
- 3 What does the teapot shout when it sees the teacups?
- 4 What is the second rhyme about?
- 5 What do you cook a pancake in?

SENTENCE

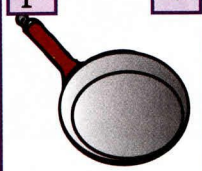


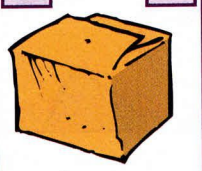


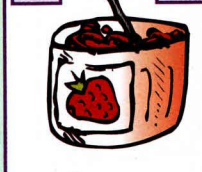

Find the missing words.

- 1 M_____ a pancake.
- 2 S_____ a pancake.
- 3 P_____ it in the pan.
- 4 F_____ the pancake.
- 5 T_____ the pancake.
- 6 C_____ it if you can.

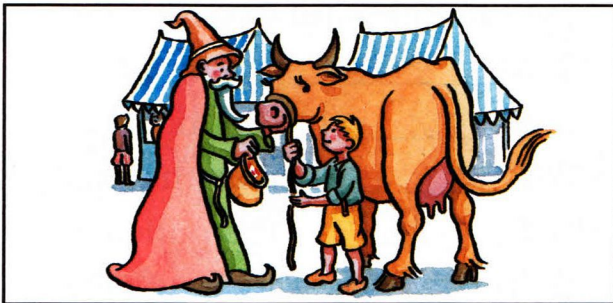


WORD

Choose the correct letter to fill in each gap.

<p>1</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <div style="display: flex; justify-content: space-between; width: 100%;"> p c </div>  <div style="text-align: center; margin-top: 10px;"> _an </div> </div>	<p>2</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <div style="display: flex; justify-content: space-between; width: 100%;"> t n </div>  <div style="text-align: center; margin-top: 10px;"> _in </div> </div>	<p>3</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <div style="display: flex; justify-content: space-between; width: 100%;"> m l </div>  <div style="text-align: center; margin-top: 10px;"> _eg </div> </div>	<p>4</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <div style="display: flex; justify-content: space-between; width: 100%;"> b x </div>  <div style="text-align: center; margin-top: 10px;"> bo_ </div> </div>
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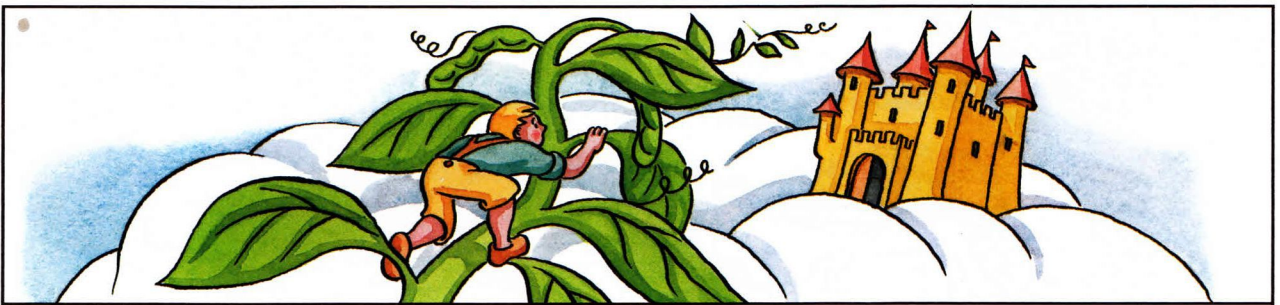
Jack and the Beanstalk



Jack sold his cow for some beans.



Jack's mum was cross.

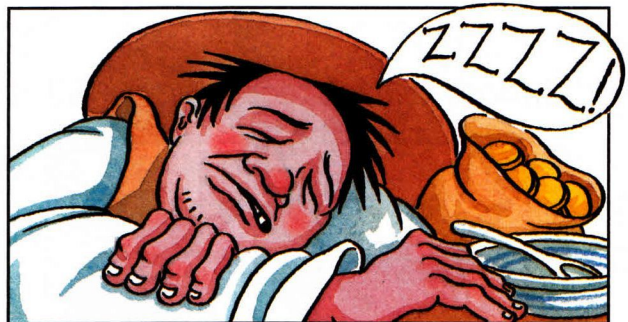


The beans grew into a tall beanstalk.

When Jack climbed the beanstalk he saw a castle.



The giant came home.



The giant went to sleep.



Jack took the giant's bag of gold.



Jack climbed quickly back down the beanstalk.

TEXT

1 Who is this?

a)



b)



c)



- 2 Why was Jack's mum cross?
- 3 What did the beans grow into?
- 4 Where did the giant live?
- 5 Why was the giant cross?

SENTENCE

Copy these sentences. Begin each one with a capital letter and end it with a full stop.

- 1 jack sold his cow
- 2 the beanstalk grew tall
- 3 jack climbed the beanstalk
- 4 the giant came home
- 5 he went to sleep



WORD

1 Find and write the words ending in ss and ll.



a) The giant was cross.



b) Jack went up the hill.



c) Humpty fell off the wall.



d) A snake can hiss.

2 Write the words in two sets – ss and ll words.

doll	toss	mess	mill	kiss
ball	fuss	well	bell	boss

Foxes

A fox has long ears.

Its nose is pointed.

A fox has a long body.

A fox's tail is long and bushy.

A fox has thick fur.

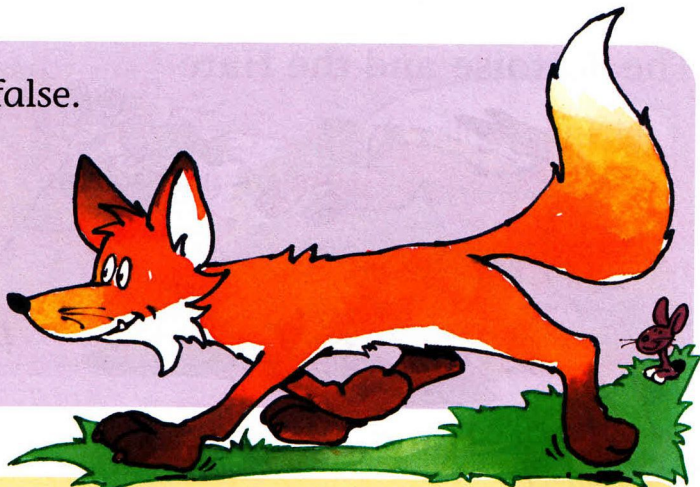
Its legs are short.

Foxes are wild animals. They sleep most of the day.
Foxes come out to hunt at night.

TEXT

Say if each sentence is true or false.

- 1 A fox has a short tail.
- 2 A fox has long ears.
- 3 A fox has thin fur.
- 4 A fox is a wild animal.
- 5 A fox sleeps at night.



SENTENCE


Put the words in order. Remember to begin each sentence with a capital letter and end it with a full stop.


- 1 short a fox legs has
- 2 long a fox ears has
- 3 bushy a fox a tail has
- 4 wild foxes animals are
- 5 out night foxes at come





WORD

1 Choose the correct letter to fill in each gap.

a) a  o
s__ck

b) e  i
k__ck

c) o  u
r__ck

d) a  u
d__ck

2 Spot the odd word out.

a) back pack neck

b) deck sick peck

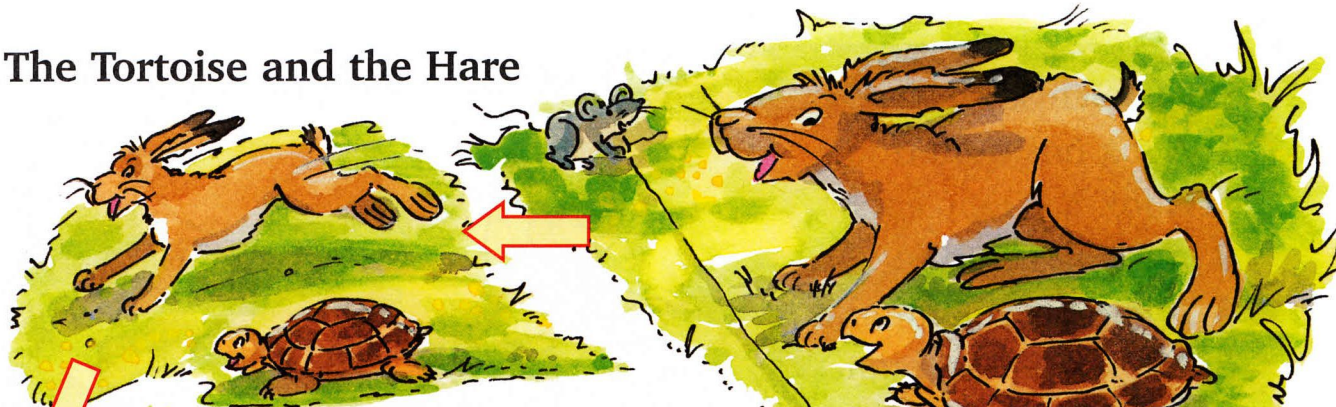
c) mock lick tick

d) lock tuck rock

e) luck suck rack

f) pork pink sink

The Tortoise and the Hare



Hare: Let's have a race.

Tortoise: Ready, steady, go!

Hare: Come on, Tortoise. You are too slow!

Tortoise: My legs can't go any faster!

Hare: Look! I am a long way ahead of Tortoise.

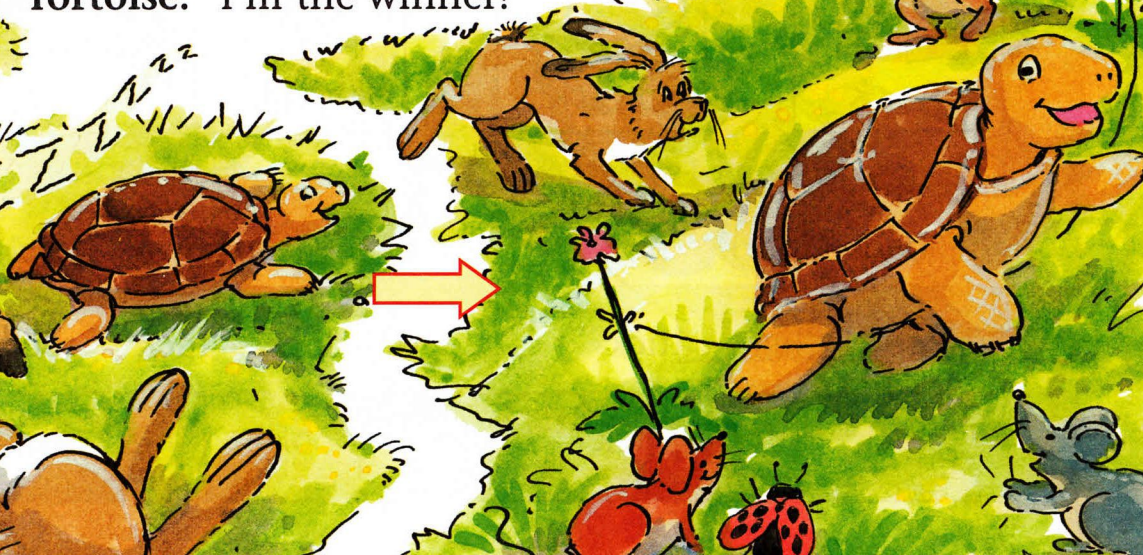
Tortoise: Look! Hare is a long way ahead of me.

Hare: I think I will stop for a rest.

Tortoise: Silly Hare. He has gone to sleep. I will go quietly so I don't wake him.

Hare: ZZZZZ! ZZZZZ!

Tortoise: I'm the winner!



TEXT

Who said each thing – Hare or Tortoise?

Let's have a race.

My legs can't go any faster!

I will go quietly.

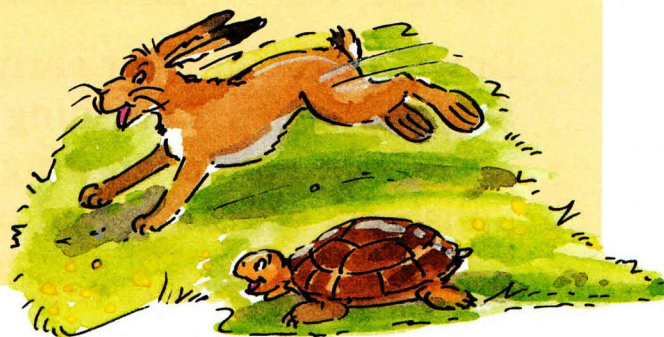
I think I will stop for a rest.

I'm the winner!

SENTENCE

Write these sentences again. Remember to start each one with a capital letter and end it with a full stop.

- 1 i can run fast
- 2 my legs are very short
- 3 i am very slow
- 4 i think i will stop for a rest
- 5 the hare is asleep

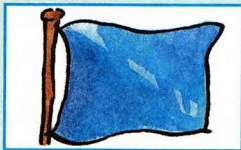





WORD

1 Write the new words you make from these jigsaw pieces.

- a) c C C lock b) b C C lock c) p C C luck
- d) c C C lick e) f C C lick f) b C C lack

2 Choose the correct beginning for each word.

- a)  fl cl
 ___ag
- b)  cl sl
 ___ap
- c)  pl gl
 ___ass
- d)  sl bl
 ___eep

Early in the Morning

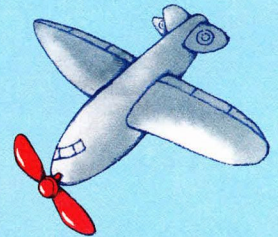
Down at the station early in the morning,
See all the railway trains standing in a row.
See all the drivers starting up the engines,
Clickety clack and off they go!

Down at the garage early in the morning,
See all the buses standing in a row.

- See all the mechanics starting up the engines,
Rumble, rumble and off they go!

Down at the harbour early in the morning,
See all the boats standing in a row.
See all the sailors starting up the engines,
Splishing, splashing and off they go!

Down at the airport early in the morning,
See all the aeroplanes standing in a row.
See all the pilots starting up the engines,
Whirring, whirring and off they go!



TEXT

1 Match these sentence beginnings and endings.

There are railway trains

at the harbour.

There are buses

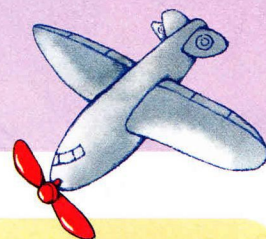
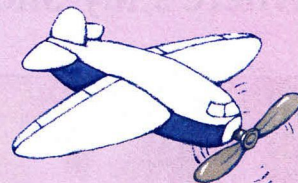
at the station.

There are boats

at the airport.

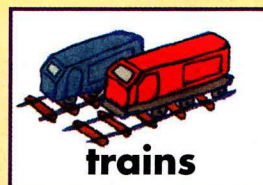
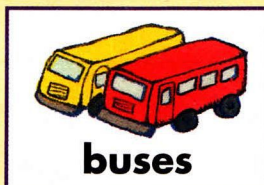
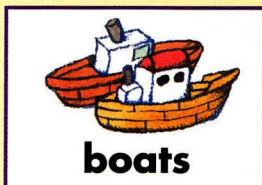
There are aeroplanes

at the garage.



SENTENCE

Choose the correct word to finish each sentence.



- 1 The drivers start up the engines of the _____.
- 2 The mechanics start up the engines of the _____.
- 3 The sailors start up the engines of the _____.
- 4 The pilots start up the engines of the _____.

WORD

1 Match the words to the pictures.

sing

king

ring

wing



2 Do the word sums. Write the words you make.

a) look + ing

b) mix + ing

c) sing + ing

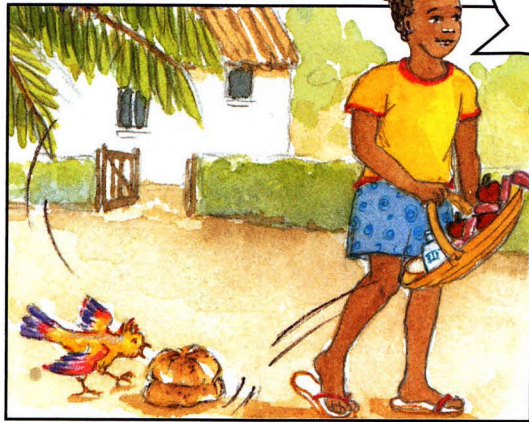
d) jump + ing

e) stick + ing

f) stand + ing

Where's My Shopping?

I have some bread to toast.



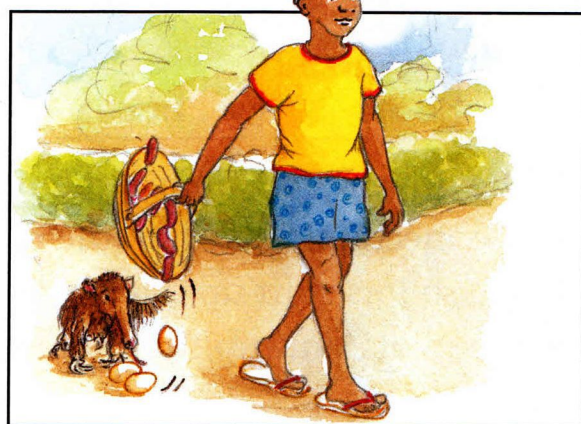
Carra has been shopping for her mum.



"I have some lovely red apples to crunch."



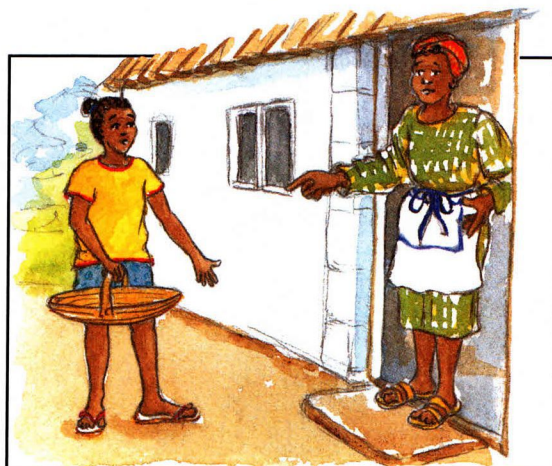
"I have some fresh milk to drink."



"I have some eggs for breakfast."



"I have some sausages for my tea."



"Where's my shopping?"

TEXT

Put these sentences in order.

- ◆ After this the apples fell out of the bag.
- ◆ Last of all the sausages fell out of the bag.
- ◆ Then the milk fell out of the bag.
- ◆ First of all the bread fell out of the bag.
- ◆ Next the eggs fell out of the bag.



SENTENCE


Copy and fill in the missing word in each sentence.

- 1 I have some _____ to toast.
- 2 I have some lovely red _____ to crunch.
- 3 I have some fresh _____ to drink.
- 4 I have some _____ for breakfast.
- 5 I have some _____ for my tea.

WORD


- 1 Find a word in the story that begins with:
a) br b) cr c) dr d) fr
- 2 Choose the correct beginning for each word.

a) br cr




__ick

b) fr dr




__um

c) dr tr




__ess

d) cr gr




__ass

e) gr pr



__am

f) tr pr



__uck

Alphabetical Insects



Aa

ant
Ants live together in a nest.

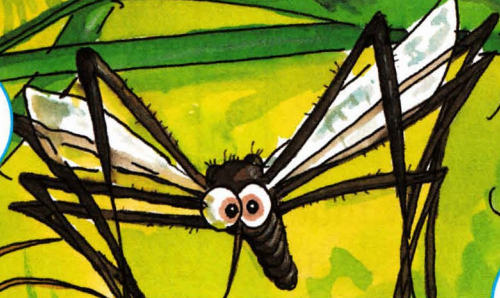


Cc

caterpillar
A caterpillar turns into a butterfly.



Bb
beetle
A beetle has a hard shell.



Dd

daddy-longlegs
A daddy-longlegs has long, thin legs.



Ee

earwig
An earwig is often found on flowers.



Ff

fly
A fly is a small insect with two wings.



TEXT

- 1 Which insect comes first in the alphabet?
- 2 Which insect comes last?
- 3 Which insect comes after the beetle?
- 4 Which insect comes before the fly?
- 5 Which insect begins with c?



SENTENCE

Something does not make sense in each sentence. Write each sentence correctly.

- 1 Ants live together in shells.
- 2 A beetle has a hard wing.
- 3 A caterpillar turns into an earwig.
- 4 A daddy-longlegs has long thin wings.
- 5 A fly is an insect with two legs.



WORD



Try this alphabet quiz.



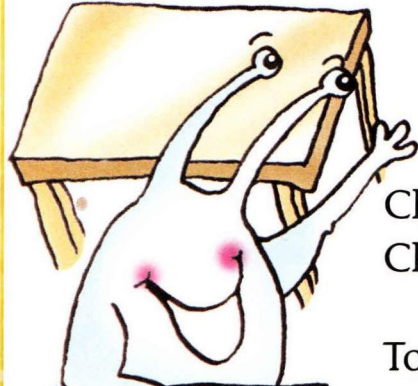
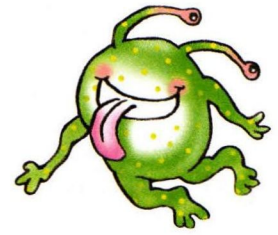
- 1 Which letter comes after:

a) b	b) f	c) j	d) m	e) s	f) w
------	------	------	------	------	------
- 2 Which letter comes before:

a) p	b) g	c) y	d) o	e) i	f) t
------	------	------	------	------	------
- 3 Which letter comes in between:

a) b and d	b) q and s	c) g and i	d) x and z
------------	------------	------------	------------

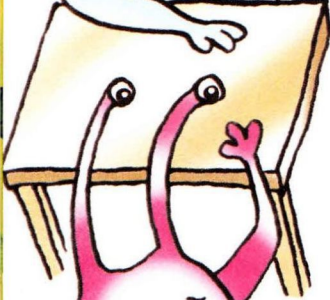
Clap Your Hands



Clap your hands, clap your hands,
Clap them just like me.



Touch your shoulders, touch your
shoulders,
Touch them just like me.



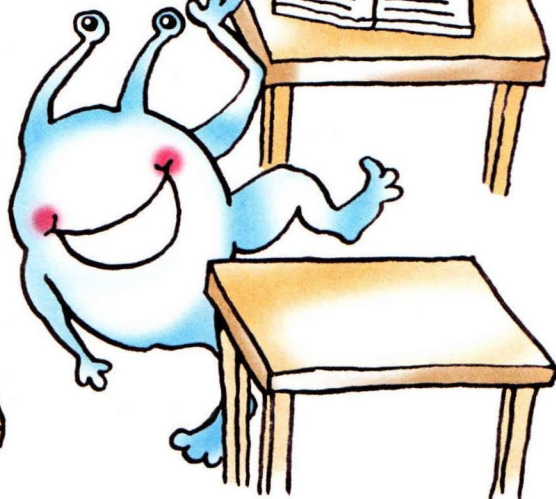
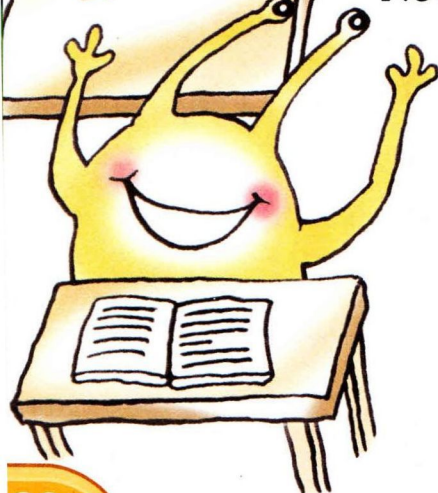
Tap your knees, tap your knees,
Tap them just like me.



Shake your head, shake your head,
Shake it just like me.

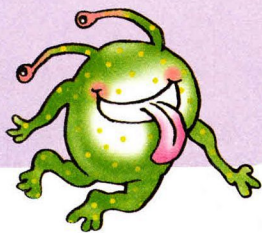


Clap your hands, clap your hands,
Now let them quiet be.



TEXT

- 1 What is the rhyme called?
- 2 What do you clap?
- 3 What do you touch?
- 4 What do you tap?
- 5 What do you shake?



SENTENCE

Write these sentences again.
Remember the capital letters
and full stops.

- 1 i can clap my hands
- 2 you shake your head
- 3 we touch our shoulders
- 4 i tap my knees
- 5 it is time i was quiet

WORD

Write the words you make from these letter bricks.

1 a) c → l → a → p

b) s → l → a → p

2 a) s → l → o → t

b) b → l → o → t

3 a) p → l → u → g

b) s → l → u → g

4 a) t → r → i → p

b) d → r → i → p

5 a) b → r → u → sh

b) c → r → u → sh

6 a) d → r → i → ll

b) g → r → i → ll

Mice



Mice are small animals. They have long, thin tails. They have soft fur all over their bodies. Mice have long whiskers and pink ears. They squeak and can run very fast. Some mice live indoors. Some mice live outdoors. Some people keep mice for pets. Some people think mice are pests.

TEXT

Choose the correct word to complete each sentence.



- 1 Mice are _____ (small/big) animals.
- 2 Mice have _____ (short/long) tails.
- 3 Mice have _____ (red/pink) ears.
- 4 Mice can _____ (squeak/run) very fast.
- 5 Mice _____ (squeak/bark).

SENTENCE









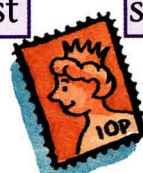

Put the words in order. Remember to begin each sentence with a capital letter and end it with a full stop.

- 1 mice animals small are
- 2 soft mice fur have
- 3 long mice whiskers have
- 4 mice outdoors live some
- 5 people pets some for keep mice

WORD



Choose the correct letters to begin each word.

1	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> sm sw </div>  <p style="text-align: center;">__im</p>	2	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> sk sn </div>  <p style="text-align: center;">__ip</p>	3	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> sp sm </div>  <p style="text-align: center;">__ell</p>	4	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> sn st </div>  <p style="text-align: center;">__ap</p>
5	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> sp sc </div>  <p style="text-align: center;">__in</p>	6	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> sm st </div>  <p style="text-align: center;">__ick</p>	7	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> st sn </div>  <p style="text-align: center;">__amp</p>	8	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> sk sp </div>  <p style="text-align: center;">__ill</p>

Grandfather and I

I like going to see my grandfather. He is never in a hurry. He always has time to talk to me and listen to what I say. I love my grandfather.

My mum is always in a rush. She is always telling me to hurry up and get dressed or hurry up and finish my food. My mum is always in a rush.

My dad is always in a rush as well. He rushes off to work in the morning and hurries home late in the evening. He's even in a hurry when he kisses me goodnight. My dad is always in a rush.

My big sister is always in a rush. She says she hasn't got time to play with me. She says she's in a hurry to see her friends. My big sister is always in a rush.

I like going to see my grandfather. He is never in a hurry. He always has time to talk to me and listen to what I say. I love my grandfather.



TEXT

- 1 Does the boy's grandfather live with him?
- 2 Why does the boy love his grandfather?
- 3 What is the boy's mother always telling him?
- 4 Where does the boy's father rush off to each morning?
- 5 What does the boy's sister say when she is in a hurry?



SENTENCE

Think of a good word to complete each sentence.

- 1 I like going to see my _____.
- 2 My grandfather is never in a _____.
- 3 My mum tells me to hurry up and get _____.
- 4 My dad rushes off to work in the _____.
- 5 My big sister says she hasn't got _____ to play with me.

WORD

1 Match up the pairs of rhyming words.



nest

band



belt

wink



hand

vest



sink

bent



tent

melt



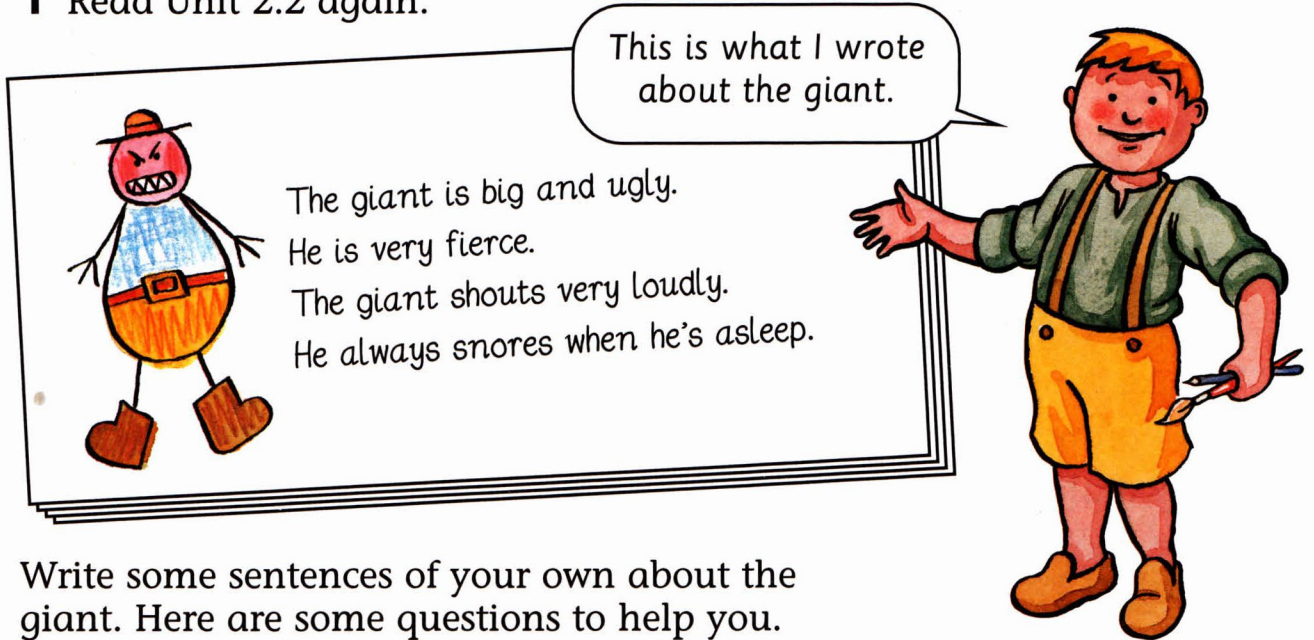
2 Make some new words.

- a) Change the **m** in **milk** to **s**.
- c) Change the **b** in **belt** to **f**.
- e) Change the **s** in **sent** to **w**.

- b) Change the **h** in **help** to **y**.
- d) Change the **s** in **sand** to **l**.
- f) Change the **f** in **fist** to **l**.

1. Writing about characters

1 Read Unit 2.2 again.



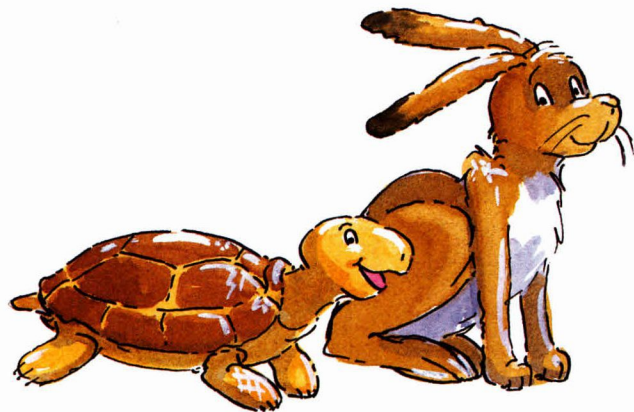
This is what I wrote about the giant.

The giant is big and ugly.
He is very fierce.
The giant shouts very loudly.
He always snores when he's asleep.

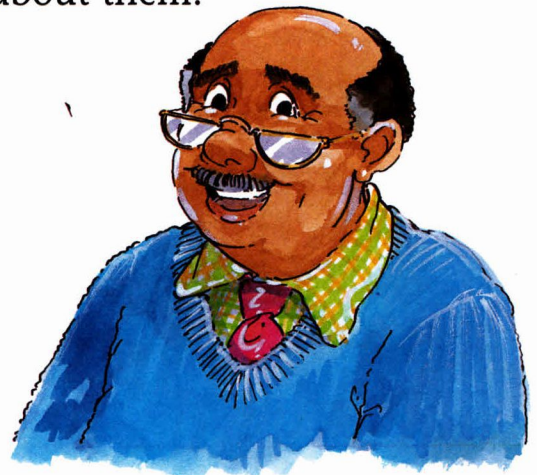
Write some sentences of your own about the giant. Here are some questions to help you.

- ◆ Where does he live?
- ◆ What does he look like?
- ◆ What does he wear?
- ◆ How does he walk?
- ◆ How does he talk?
- ◆ What sort of things does he say?
- ◆ What does he eat?
- ◆ What does he do after dinner?

2 Read Unit 2.4 again. Write some sentences about Hare or Tortoise.



3 Read Unit 2.10 again. Choose someone you know well. Write some sentences about them.



2. Writing a report

1 Write about an animal you know well.

Look at Unit 2.3 again.

Choose an animal you know well, like a cat or a dog.

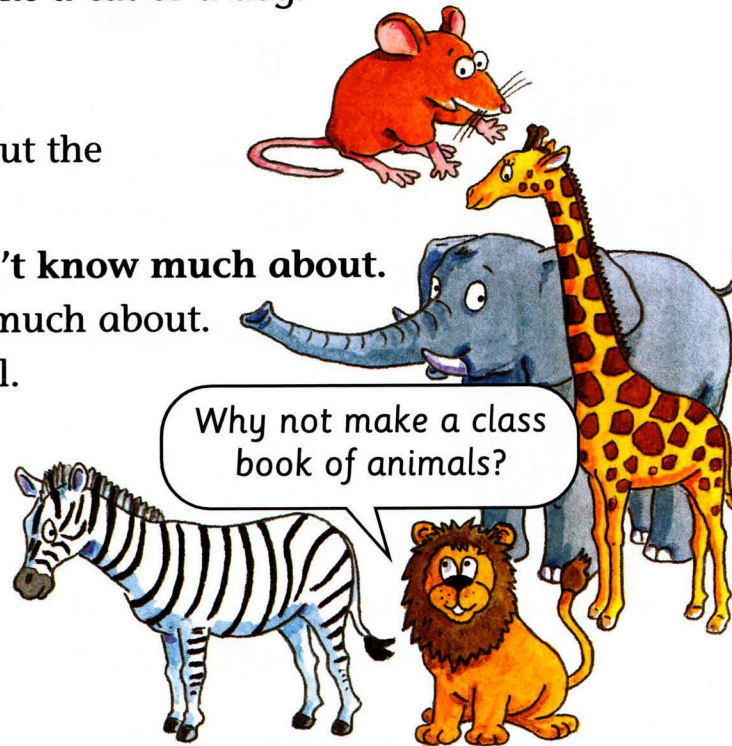
- ◆ Draw a picture.
- ◆ Write some labels for your picture.
- ◆ Write some other information about the animal under your picture.

2 Write about an animal you don't know much about.

Choose an animal you don't know much about.

- ◆ Find some books about the animal.
- ◆ Find out some information about the animal.
- ◆ Draw a picture of the animal.
- ◆ Write some sentences about the animal.

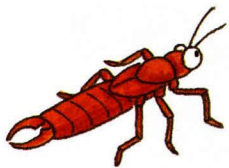
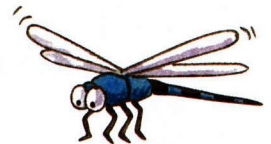
Look at Unit 2.9, too.



3. Writing questions

Here is a quiz about Unit 2.7.
How many questions can you answer?

1. Which insect has a hard shell?
2. How many legs does a daddy-longlegs have?
3. Which animal's name can you find in 'caterpillar'?
4. Which insects live in a nest?



- ◆ Now make up some questions for your own quiz to test your friends.

4. Writing a rhyme

1 A rhyme about insects.

Read Unit 2.5 again.

Now read this rhyme.



Down in the long grass early in the morning,
See all the bees standing in a row.
See them start moving early in the morning.
Buzz, buzz, buzz and away they go!



- ◆ Think of some more insects you might find in long grass.
- ◆ Make up some verses about them like the ones above.

2 A rhyme about your body.

Stamp your feet, stamp your feet,
Stamp them just like me.

Bend your knees, bend your knees,
Bend them just like me.

Click your fingers, click your fingers,
Click them just like me.

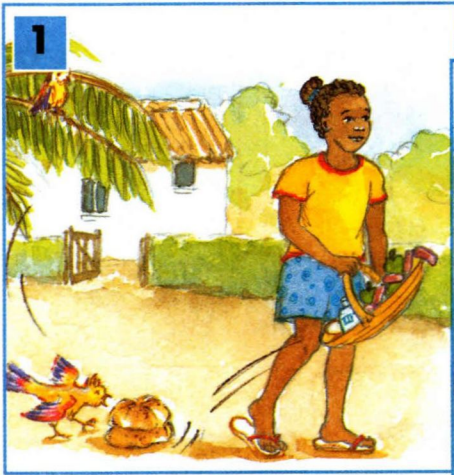
Stamp your feet, stamp your feet,
Now let them quiet be.

Read Unit 2.8 again.
Change some of the words.
Write your own rhyme like mine.



5. Writing a story sequel

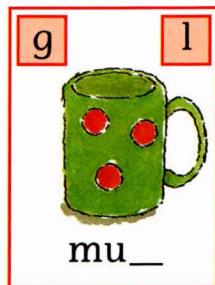
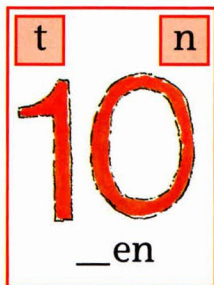
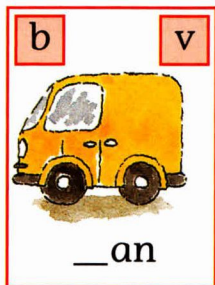
In Unit 2.6 Carra went shopping. This is what happened:



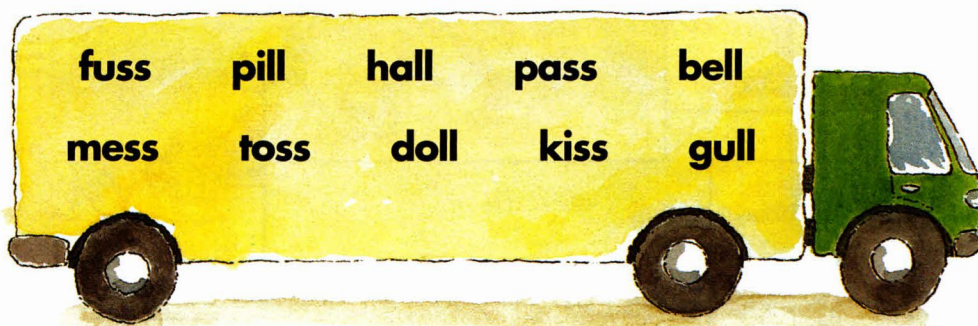
- ◆ Write your own story about Carra going shopping.
- ◆ Change the things she brought.
- ◆ Draw a picture about each thing that happens in your story.
- ◆ Write a sentence about each picture.

Phonic Check-up

1 Choose the correct letter to fill in each gap.



2 Sort these words into two sets according to their endings.



3 Find the odd word out.

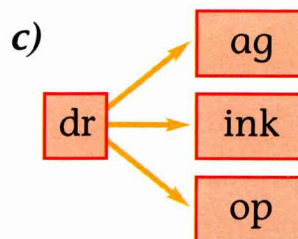
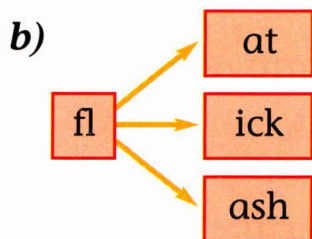
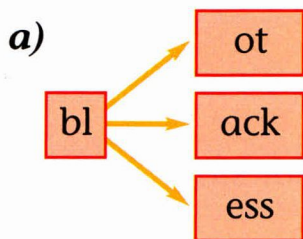
a) **back sack rang**

b) **song rock long**

c) **king tick sick**

d) **hung luck rung**

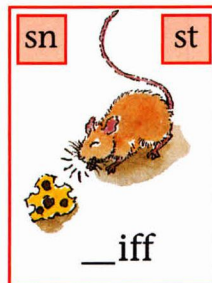
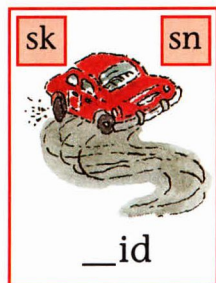
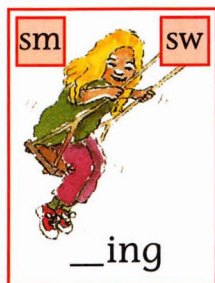
4 Write the words you make.



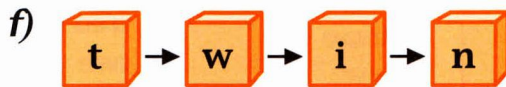
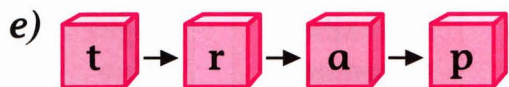
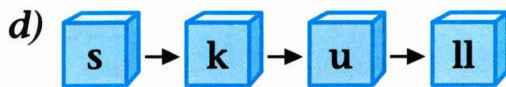
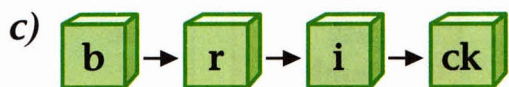
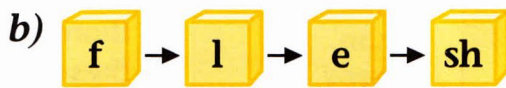
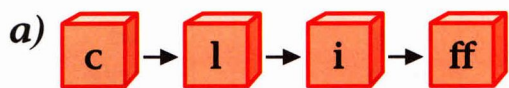
5 In the alphabet, which letter:

- a) comes after o b) comes before s c) comes between v and x
d) comes first e) comes next to last f) comes second

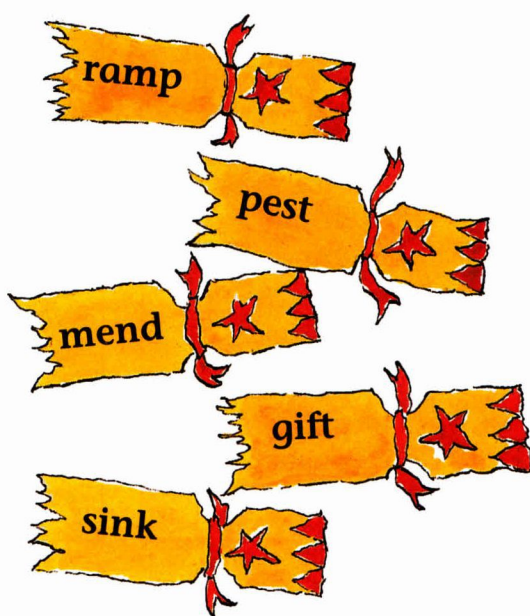
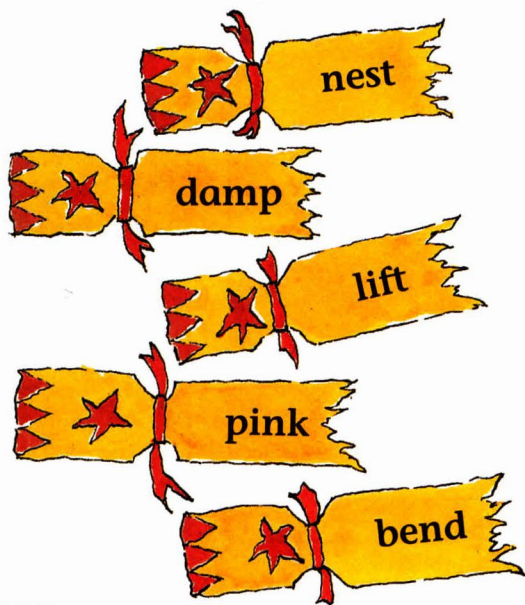
6 Choose the correct letters to begin each word.



7 Write the words you make.



8 Match up the pairs of rhyming words.



High Frequency Word List

about
after
again
an
another
as

back
ball
be
because
bed
been
boy
brother
but
by

call(ed)
came
can't
could

did
do
don't
door
down

first
from

girl
good
got

had
half
has
have
help
her
here
him

his
home
house
how

if

jump
just

last
laugh
little
live(d)
love

made
make
man
many
may
more
much
must

name
new
next
night
not
now

off
old
once
one
or
our
out
over

people
pull
push
put

ran

saw
school
seen
should
sister
so
some

take
than
that
their
them
then
there
these
three
time
too
took
tree
two

us

very

want
water
way
were
what
when
where
who
will
with
would

your

Days of the week:

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Months:

January
February
March
April
May
June
July
August
September
October
November
December

Colours:

black
blue
brown
green
pink
orange
purple
red
white
yellow

Numbers to twenty:

one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

Teaching and Learning

Key Stage 1

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