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# Notes for Teachers

Non-Fiction Writing for Years 1 and 2 is designed to develop writing skills in line with the National Literacy Strategy. This photocopiable book contains ten different non-fiction writing activities for Year 1 and ten activities for Year 2.

## Aim

The book aims to improve children's writing skills by providing them with a model followed by similar ideas for them to write about using a given framework following the features of a particular type of writing.

## How does it work?

The book is divided into different types of non-fiction writing. Each activity has three similar pages: a Sample Text, a Writing Frame and a Writing Support Sheet.

## Shared Reading of Sample Texts

- Each activity starts with a model of the type of writing to be studied.
- Sample texts may be enlarged on a photocopier or projected on to a screen.
- The teacher reads the model with the children.
- The teacher discusses the model looking closely at the main features.
- Grammar and vocabulary may be examined.
- The main features of the layout should be pointed out.

## Writing Support Sheets

These sheets may be photocopied to provide a format for the less able children. They provide lots of prompts for writing including suggestions for words to use.

## Writing Frames

These sheets may be photocopied to provide a format for most children in the class.

## Planning for Writing/ Talk for Writing

- Before children write they should discuss at length the sample text.
- Discussion may take place between partners, small groups or whole class group.
- The teacher may write down suggestions from the children.

## Shared Writing

Teacher Demonstration – an enlarged writing frame may be partly completed by the teacher in front of the children to show exactly what is expected.

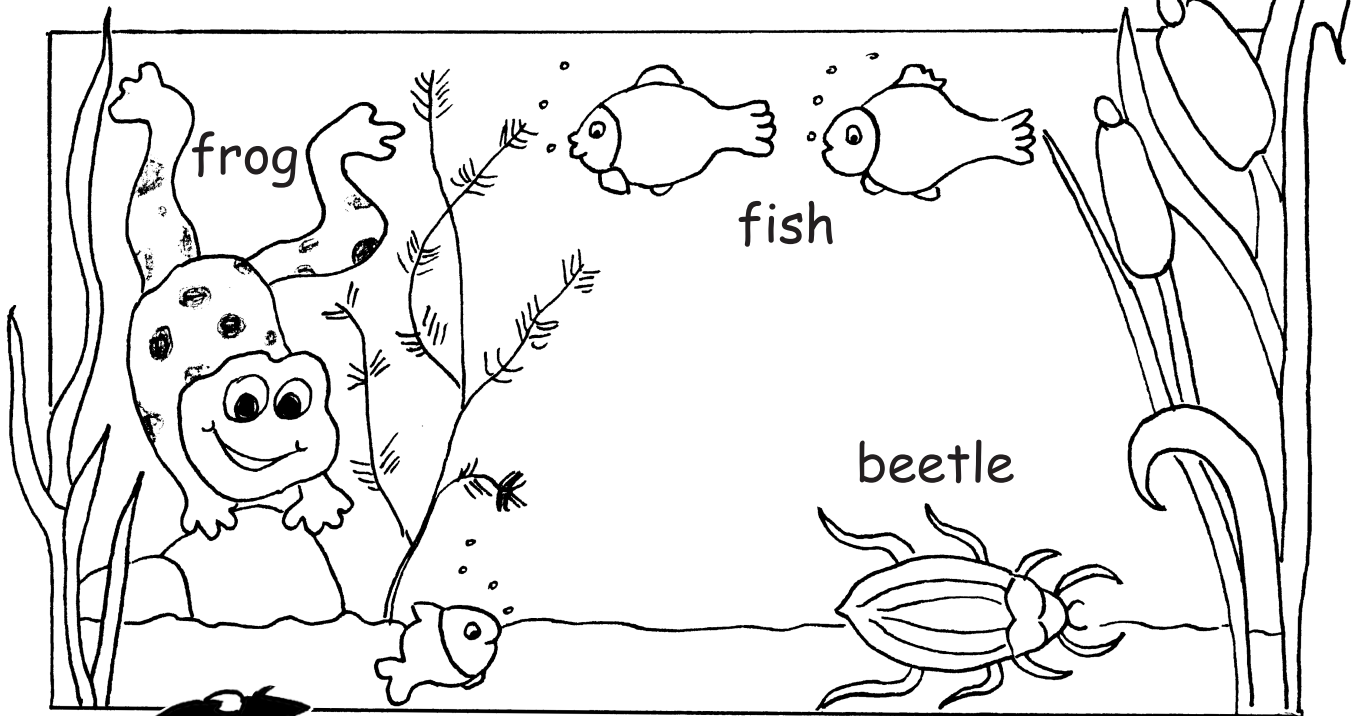
Teacher Scribing – an example writing frame or writing support sheet may be completed with the children suggesting appropriate words, phrases or sentences. Again, children may talk to partners to come up with further suggestions for the teacher to scribe.

Supported Composition – The children may be asked to write a sentence with a partner on a whiteboard to share their ideas with their teacher and the rest of their class.

## Independent/ Guided Writing

Finally, the children write their own version of the written activity using the Writing Frame or the Writing Support Sheet for guidance.

# Ponds



Lots of things live in ponds.

## Frogs

Frogs live in ponds. They lay eggs which hatch into tadpoles.

## Beetles

Beetles live in ponds. Some of them are black. They have six legs. They can swim.

## Fish

Fish live in ponds. They have gills to help them breathe. They lay eggs.

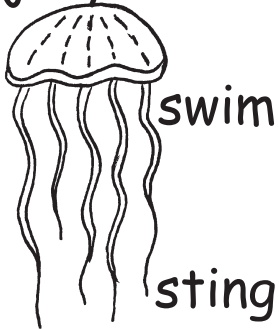
Name \_\_\_\_\_



A report has a title. A report has headings.  
A report has lots of information.

Think of some things that live at the seaside.  
Write a sentence about each one.

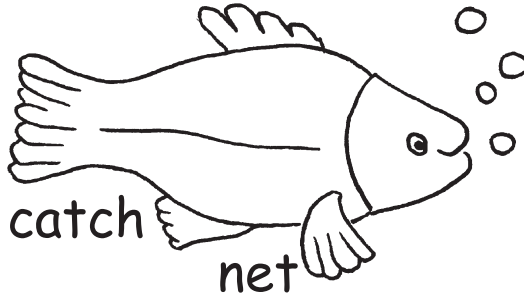
jellyfish



swim

sting

fish

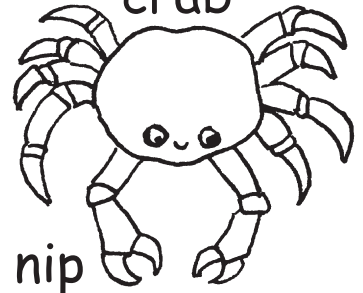


catch

net

Word Bank

crab



nip

rock pools

## At the Seaside

Heading: Fish

You can catch \_\_\_\_\_

Heading: \_\_\_\_\_

Heading: \_\_\_\_\_

Name \_\_\_\_\_



A report has a title. A report has headings.  
A report has lots of information.

Look in a book to find out about some things that  
live at the seaside. Write about four of them.



Draw pictures  
in the boxes.

Title: \_\_\_\_\_

Heading: _____	
Heading: _____	
Heading: _____	
Heading: _____	