

# Literacy Spring 1 – Week 6



## **Something Fishy – animated short film** <https://vimeo.com/24962214>



- \*This is a mini writing journey which is completed in 10 steps, over the next 2 weeks.
- \*It will let us practise and use all the skills we have learnt so far this year, and prove what a super writer you have become.
- \*If you are working at home or in school, we will all be completing the same steps each day.
- \*You don't need to print anything out – you can view this on your device, and then complete your work on paper or in an exercise book.
- \*Everything you need is included; from each session's focus and any images or resources you need to complete it.
- \*The first 3 steps work on a 'slow reveal', so **don't watch the whole film before you start**... steps 1-3 will tell you what you need to watch (or not) and the input videos for these sessions will show you the correct sections from the film.
- \*A sound mat and year 1 and 2 spelling mat can be found at the end of the document.
- \*There are **input videos** for some of the sessions, which are on the Literacy playlist on our YouTube channel. Use the links provided to access the videos you need.
- \*Remember, we would love to see what you are writing at home, so send a photo of your work to your class email account:  
[woodpecker.class@glenfieldschool.co.uk](mailto:woodpecker.class@glenfieldschool.co.uk)  
[ducks.class@glenfieldschool.co.uk](mailto:ducks.class@glenfieldschool.co.uk)  
[owls.class@glenfieldschool.co.uk](mailto:owls.class@glenfieldschool.co.uk)
- \*Try to send in your completed final write, so we can see how you are getting on at applying all the skills you have practised; and we can offer any words of wisdom to help you become an even more brilliant writer.
- \*There are some ideas at the end of the document of other activities you could do linked to the film – these are just suggestions and you don't have to do them.

Happy writing! 😊

# Before watching the film...

## Step 1: Monday

\*The **input video** is here, or use the instructions below to get to grips with what you need to do:

<https://youtu.be/vgDBxJ34Jlg> 

\*Make a list of as many things or animals that you can think of which live in the seas and oceans.

\*Sort your list of animals into 'safe' and 'dangerous'.

\*Which ones would you like to 'meet' the most if you went diving in the sea? Which ones would you keep away from?

\*Now, play the start of the film. **Pause at 0min40seconds.** Discuss the questions:

1. *Where does the story take place?* You may find it useful to watch some of [https://youtu.be/\\_7plazZy2gA?t=11](https://youtu.be/_7plazZy2gA?t=11) as this gives an introduction to what a laundrette/laundromat is, and how it all works.

2. *Who is the main character and why is she there?*

3. *How is she feeling? What helped you to know?*

4. *What is it that makes her look at the door of the washing machine?*

5. *What do you think will happen next? (remember the title is called 'Something Fishy')*

\*You are going to write down your prediction for what you think will happen next. Try to explain how you created your prediction...have you seen or read something before that helped you? What clues did you spot in the film which helped you to decide?

*I predict that ..... because.....*

\*Now, play the film **up to 0min.54seconds..**

\*Think about:

*\*What was the same as you predicted?*

*\*What was different to your prediction?*

*\*What surprised you?*

*\*What question(s) do you have? Use the question stems to help you:*



<b>Who</b> <ul style="list-style-type: none"><li>• Ask about person</li><li>• Act as subject of the sentence</li><li>• Who is that woman?</li><li>• Who are you phoning?</li></ul> 	<b>Where</b> <ul style="list-style-type: none"><li>• Asking in or at what place or position</li><li>• Where do you live?</li><li>• Where are my boots?</li></ul> 	<b>When</b> <ul style="list-style-type: none"><li>• Asking about time, occasion, moment</li><li>• When can I see you?</li><li>• When did you last see him?</li></ul> 	<b>Why</b> <ul style="list-style-type: none"><li>• Asking for reason, explanation</li><li>• Why were you late?</li><li>• Why was he late?</li></ul> 	<b>What</b> <ul style="list-style-type: none"><li>• Asking for specific thing, object</li><li>• What's the matter?</li><li>• What time is it?</li></ul> 	<b>How</b> <ul style="list-style-type: none"><li>• Asking for way, manner, form</li><li>• How does it work?</li><li>• How do you go to school?</li></ul> 
<b>Which</b> <ul style="list-style-type: none"><li>• Asking about choice</li><li>• Which is better exercise? - swimming or tennis</li><li>• Which of the applicants has got the job?</li></ul> 	<b>How many</b> <ul style="list-style-type: none"><li>• Asking about quantity</li><li>• Used with countable nouns</li><li>• How many people were there?</li></ul> 	<b>How often</b> <ul style="list-style-type: none"><li>• Asking about frequency</li><li>• How often do you go swimming?</li></ul> 	<p><i>*Write down your questions - you might be able to answer these as you see more of the film over the next few sessions.</i></p>		

## Step 2 – Tuesday

\*The **input video** is here, or use the instructions below to get to grips with what you need to do:

<https://youtu.be/ZTbsXTsOeKA>

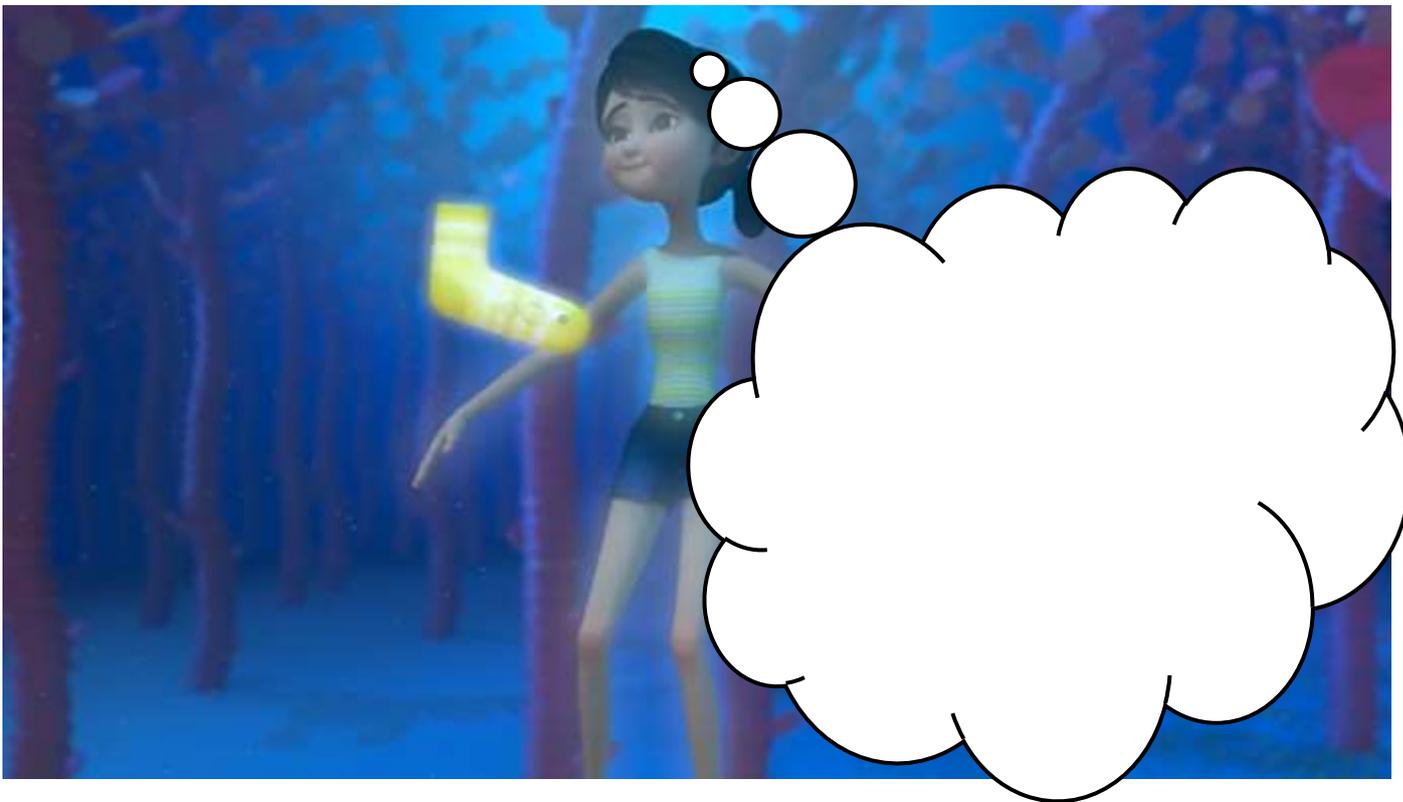


\*Watch **up to 1min16seconds**.

\*What has happened to our main character so far, and what 'creatures' has she seen? Orally make a list of these...are any of these on the list you made in Step 1? If they were, did you place them on the safe or dangerous list? If there are any 'creatures' you didn't have on your list, but you've now seen in the film, add them to the correct place on your list.

\*How do you think the girl is feeling? What is she thinking?

\*Create a thought bubble for the girl.



\*Continue watching **until 1min26seconds**. Focus on the 'shadow' in the back of the scene and how the music seems to change when it appears. What could it be?

What helped you to decide?

\*Write down your prediction (what you think it could be), try to explain how you created your prediction...

*\*Have you seen or read something before that helped you?*

*\*What clues did you spot or hear in the film which helped you to decide?*



*I predict that ..... because....*

### Step 3 - Wednesday

**\*Watch the whole of the film!**

\*The **input video** is here, or use the instructions below to get to grips with what you need to do:

<https://youtu.be/LZk9UlyiquQ>

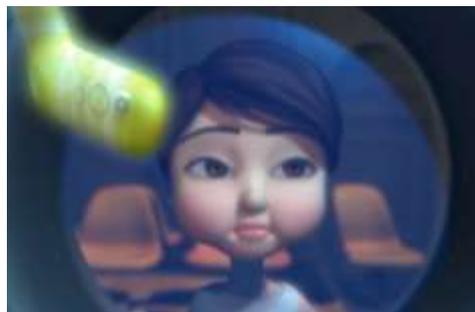


\*What happened? Did you expect it? Were there surprises? What? Why? How?

\*Look back at the questions you wrote at step 1, can you answer any of them now? (if you can write the answers) Do you have any new questions? (write these down too!)

\*You are now going to place the key images from film in order, ready to help retell the story later. (see images on this and the next page...if you can't or prefer not to print, then you can point to each image and put in order).

Remember you can always watch the film again to jog your memory. 😊



\*Now add a quick caption to accompany each picture – you will build on this in a later step, but try to use the past tense in your caption as the story/events have already happened.

My example:



*Keep it simple:*

*A young girl waited for her dirty washing to finish.*

*Write like an author:*

*A bored, young girl was sat quietly in the laundrette and waited for her dirty washing to finish.*

\*Use your ordered images and quick captions to orally retell the story to your adult/partner.

### Step 4 – Thursday

\*The **input video** is here, or use the instructions below to get to grips with what you need to do:

<https://youtu.be/cAhwj9SQtak> 

\*We will be telling the story as our final write, but before we get to that point, we need to practice describing the underwater world that the story takes place in (so we can give our reader plenty of detail to help them build up their picture of the story).

\*Re-watch **0min.52seconds up to 1min.17seconds**. This is the part of the film that will help us to set the scene for the underwater section of story.

\*As you meet each sea 'creature' or 'plant' start to make a list of 'what' they are and the 'items' they are created from e.g. turtles made of hats. You might want to pause the film to help you keep up with what you can see and so you can add them to your list.

\*You are now going to create expanded noun and verb phrases for each of the creatures and plants that you spotted. Remember an expanded noun phrase uses adjectives to describe the noun...using your senses can help you to create amazing adjectives.

**sight**  
The tiny red ant climbed up the broken twig.

**smell**  
The sweet smell of freshly baked apple filled the air.

**taste**  
One bite of the sour lemon caused my lips to pucker.

**sound**  
The car squeaked every time I hit a bump in the road.

**touch**  
The sharp edge of the paper cut my finger and made it sting.

**VERB**  
A verb is a word that shows actions. The action can be physical or mental.

run popped speak think dream

Keep your verbs in the past tense

The past tense of many verbs is formed by adding -ed.

jumped hunted

- When the verb ends in **y**, change the **y** to **i** and add **-ed**.

copied replied

- When the verb ends in **e**, drop the **e** and add **-ed**.

hiked loved

- When the verb is 1 syllable and ends with a single consonant after a single (short sound) vowel, **double the consonant** before adding **-ed**.

patted dropped

\* I'm focusing of this section of the film for my example: (0min.52 up to 0min.58). I have chosen to focus on the seaweed to build my expanded noun and verb phrase.



\*I've placed my ideas in the table below.

*Keep it simple example:*

Object	Expanded noun phrase	Verb (past tense)
<i>seaweed</i>	<i>bendy seaweed</i>	<i>wobbled</i>

*Write like an author example:*

Object	Expanded noun phrase	Verb (past tense) + adverb (ly)
<i>seaweed</i>	<i>long, arched, metal seaweed</i>	<i>wobbled slowly</i>

\*Now add your expanded noun and verbs into the table for the creatures and plants you spotted.

Object	Expanded noun phrase	Verb (past tense) <i>Challenge:</i> + adverb (ly)

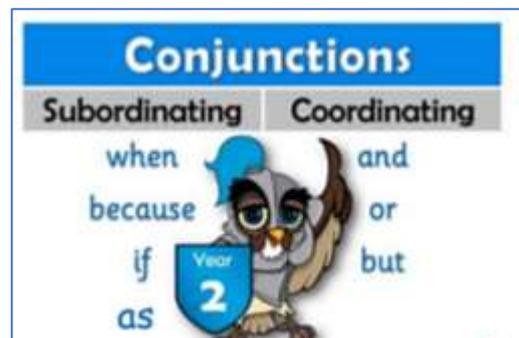
\*Choose 3 of your ideas from the table and practise using them in a simple descriptive sentence.

\*Keep it simple:

\*Keep it simple:

*Bendy seaweed wobbled in the sea.*

**\*\*Write like an author:** *add more detail by the use of a conjunction and being more specific about what/when/where/why things are happening.*



*Long, arched metal seaweed wobbled slowly in the gentle current as the girl swam through it.*

## Step 5 – Friday

\*The **input video** is here, or use the instructions below to get to grips with what you need to do:

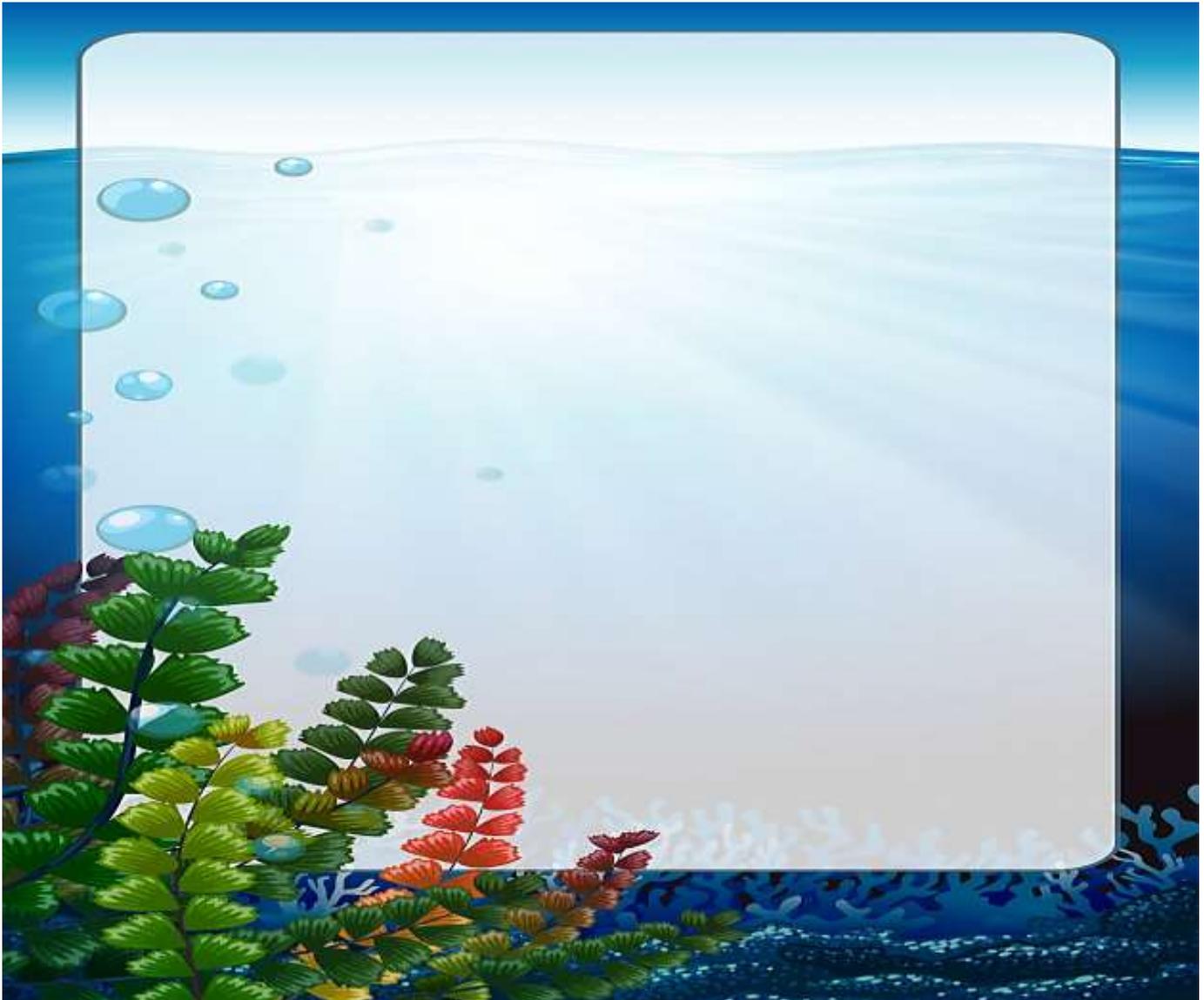
<https://youtu.be/sxldq70jbTs>



\*Create your own 'laundry' underwater creature that will be able to make a guest appearance in the story...will it be safe or dangerous? Take a photo if you make it from your actual laundry or draw a picture to show what it looks like! It can be created from more than one piece of laundry!

\*Then create expanded noun and verb sentence(s) for it...(look back at yesterday's task to jog your memory)

### My 'laundry' underwater creature



✎ My expanded noun and verb sentence(s)


**Other ideas linked to the film:**

- \*Create a front cover and blurb for the film...all good films start life as a book, or at least get turned into one!
- \*Find out more about sharks and create an information poster/leaflet/report/book about them...or any of the sea creatures you saw or put on your list in step 1.
- \*Paint/draw/use an app on your iPad or tablet/create a scene in a box for your favourite part of the film, or create an underwater scene from your imagination.
- \*Use your finished toilet or kitchen roll tubes and transform them into fish, octopus, sharks...
- \*Can you think of a sea creature for every letter of the alphabet?
- \* <https://youtu.be/SH-7A3NVQbY?t=28> Dance along with the Little Mermaid and Sebastian!

**Speed Sounds Set 1**

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

**Speed Sounds Set 2**

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo go on at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir what and where!

**Speed Sounds Set 3**

ea top of sea	oi spoil the boy	ou shout it out	oy buy for a boy	
a-e wash a cake	i-e nice smile	o-e phone home	u-e huge truck	aw go on at dawn
are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain
oa goes in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure see it's pure

## Year 1 and 2 Common Exception Words Mat

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

<b>Aa</b> a after again any are ask	<b>Bb</b> bath be beautiful because behind both break busy by	<b>Cc</b> child children Christmas class climb clothes cold come could	<b>Dd</b> do door	<b>Ee</b> even every everybody eye	<b>Ff</b> fast father find floor friend full	<b>Gg</b> go gold grass great	<b>Hh</b> half has he here his hold hour house	<b>Ii</b> I improve is
<b>Kk</b> kind	<b>Mm</b> many me mind money most move Mr Mrs my	<b>Nn</b> no	<b>Oo</b> of old once one only our	<b>Pp</b> parents pass past path people plant poor pretty prove pull push put	<b>Ss</b> said says school she should so some steak sugar sure	<b>Tt</b> the there they to today told	<b>Ww</b> was water we were where who whole wild would	<b>Yy</b> you your
<b>Ll</b> last love								