

Critical Skills Challenge

This one hour literacy lesson can be delivered as a Key Stage 1 Critical Skills Challenge (Critical Skills Programme).

The focus is to learn about a person from a non-fiction text. Children will have compared fiction and non-fiction texts and will be aware of the key features of non-fiction books.

Vocabulary

Information book, fiction, non-fiction, contents, heading, sub-heading, caption, glossary, index

Resources

Ernest Shackleton, large sheets of A3 paper, post-it notes, felt tipped pens

Introduction (20 min)

Remind children of fiction and non-fiction books they have looked at or read as a class recently. Invite children to also suggest some books they have read individually. Discuss differences between fiction and non-fiction texts and identify some key features of non-fiction texts.

Explain that the class is going to read a book about Ernest Shackleton. Read through the book and then encourage children to recall some important or interesting points about Ernest Shackleton. Record their responses onto post-it notes.

Activity (25 min)

Explain to the class that the challenge is to design an A3 poster that shows information about Ernest Shackleton for a class display (Quality Criteria).

- Divide children into mixed ability groups.
- Nominate responsibilities within groups, e.g. scribe, materials manager, timekeeper, speaker.
- The materials manager gathers the required resources.
- Brainstorming & Distillation – ask the groups to brainstorm ideas, reminding the scribe to write all the ideas onto post-it notes. Children decide what information they will include and how, i.e. through pictures and text.
- Sweep – invite groups to share their ideas with the rest of the class. Children remain at tables and the speaker presents the group's ideas.
- Ask each group to prepare a draft poster that meets the quality criteria.

The teacher should provide feedback to the groups, at various points during the challenge, e.g. about how they are cooperating and how the quality criteria are being met.

Plenary 15 min

Carousel – groups present ideas through rough drafts.

Debrief – each group evaluates how the task was completed.

Explain the purpose of the draft and that they will finish the challenge during the next session by using their notes to write complete sentences.

Writing outcomes

Year 1

Children should recount events in simple sentences with evidence of full stops, capital letters and connectives.

Year 2

Children should recount the correct sequence of events, and include detail, to engage the reader. Consistent use of tense and correct use of capital letters, full stops and connectives should be evident in both simple and compound sentences.

Computing

This challenge can contribute to cross-curricular work that the children cover in Computing.

Groups of children could create a presentation using appropriate software.

Year 1

Children work with text, images and sound to explore and share their ideas.

Year 2

Children work with text, images and sound, and use simple editing and formatting techniques, to share their ideas and develop their work.