

Collins



Sample Pack

Composition Skills



Chris Whitney



Treasure House Composition Skills Pupil Books

Contents

Note: new content for the Skills edition is highlighted in **bold**.

Composition Skills Pupil Book 1	Composition Skills Pupil Book 2
ISBN: 978-0-00-823646-5	ISBN: 978-0-00-823647-2
Unit 1: Stories with familiar settings 1 Unit 2: Fairy stories Unit 3: Fantasy stories 1 Unit 4 Poetry: The senses Unit 5 Poetry: Patterns Unit 6 Poetry: My favourite Unit 7 Writing instructions 1 Review unit 1 Unit 8 Writing simple reports 1 Unit 9 Writing simple recounts Unit 10 Traditional tales Unit 11 Writing simple reports 1 Unit 12 Stories in familiar settings 2 Unit 13 Fables 1 Unit 14 Writing instructions 2 Review unit 2 Unit 15 Writing simple reports 2 Unit 16 Fables 2 Unit 17 Stories in familiar settings 3 Unit 18 Writing simple reports 3 Unit 19 Poetry: Time for school Unit 20 Fantasy stories 2 Review unit 3	Unit 1: Personal stories 1 Unit 2: Fairy tales Unit 3: Traditional tales 1 Unit 4: Information writing Unit 5: Reports Unit 6: Simple instructions Unit 7: Simple explanations Review unit 1 Unit 8: Poetry: Word play Unit 9: Poetry: Alligator Unit 10: Stories from another culture Unit 11: Information writing: Fact files Unit 12: Explanation writing: Healthy eating Unit 13: Stories set long ago Unit 14: Instructions Review unit 2 Unit 15: Poetry: Animal rhymes Unit 16: Narrative Unit 17: Non-chronological report Unit 18: Traditional tales 2 Unit 19: Myths Unit 20: Personal stories 2 Review unit 3
Composition Skills Pupil Book 3	Composition Skills Pupil Book 4
ISBN: 978-0-00-823648-9	ISBN: 978-0-00-823649-6
Unit 1: Planning a story Unit 2: Story settings Unit 3: Using dialogue Unit 4: Story openings Unit 5: Characters in stories Unit 6: Continuing a story Unit 7: Paragraphs in stories Review unit 1 Unit 8: Writing a rhyming poem Unit 9: Writing a non-rhyming poem Unit 10: Planning non-fiction Unit 11: Writing an information text Unit 12: Writing instructions Unit 13: Paragraphs in non-fiction Unit 14: Writing a letter Review unit 2 Unit 15: Reviewing and proof reading Unit 16: Story plot Unit 17: Writing an information text 2 Unit 18: Writing a rhyming poem 2 Unit 19: Writing an explanation text Unit 20: Writing recounts Review unit 3	Unit 1: Story settings Unit 2: Writing about a character Unit 3: Writing a play script Unit 4: Writing a realistic story Unit 5: Writing a good ending Unit 6: More story settings Unit 7: Editing Review unit 1 Unit 8: Different ways to write a poem Unit 9: Writing haiku Unit 10: Making notes Unit 11: Organising information Unit 12: Writing notes for a newspaper report Unit 13: Writing an explanation Unit 14: Writing an instruction text Review unit 2 Unit 15: Writing a letter Unit 16: Characters in narrative Unit 17: Plots in folk tales Unit 18: Organising information 2 Unit 19: Writing list poems Unit 20: Writing recounts Review unit 3



Composition Skills Pupil Book 5	Composition Skills Pupil Book 6
ISBN: 978-0-00-823650-2	ISBN: 978-0-00-823651-9
Unit 1: Points of view Unit 2: Continuing a story Unit 3: Similes and metaphors Unit 4: Stage directions Unit 5: Writing reports Unit 6: Different sorts of records Unit 7: Writing narrative poems Review unit 1 Unit 8: Linking words and phrases Unit 9: Character perspectives Unit 10: Dialogue Unit 11: Writing a persuasive letter Unit 12: Behind the news Unit 13: Writing for an audience Unit 14: Describing settings Review unit 2 Unit 15: Conveying atmosphere Unit 16: Précising longer texts Unit 17: Using organisational features Unit 18: Building cohesion Unit 19: Funny stories Unit 20: List poems Review unit 3	Unit 1: Story planning Unit 2: Summaries Unit 3: Adapting stories for plays Unit 4: Personification Unit 5: Biography 1 Unit 6: Factual writing Unit 7: Journalism Review unit 1 Unit 8: Humorous stories Unit 9: Poems on similar themes Unit 10: Extended stories Unit 11: Explanation texts Unit 12: Paragraphs in non-fiction Unit 13: Paragraphs in fiction Unit 14: Writing for different purposes Review unit 2 Unit 15: Story endings Unit 16: Narrative Unit 17: Biography 2 Unit 18: Descriptive writing Unit 19: Persuasive argument: A letter of complaint Unit 20: Discursive writing Review unit 3

[Note: the unit content listed in this document is correct at May 2017, but may be subject to change before publication]

Collins



Year 1

Composition Skills



Chris Whitney



Unit 15: Writing simple reports (3)

Overview

English curriculum objectives

Reading: Pupils should develop understanding by listening to and discussing a wide range of poems, stories and non-fiction.

Writing: Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences
- beginning to punctuate sentences using a capital letter and a full stop.

Building towards

Children will research and write a report about polar bears.

Treasure House resources

- Composition Skills Pupil Book 1, Unit 15, pages 38–40
- Photocopiable Unit 15, Resource 1: My polar bear report, page 94
- Photocopiable Unit 15, Resource 2: Polar bear fact file, page 95

Additional resources

- A terrarium with stick insects or images of stick insects
- A variety of information texts about animals and their habitats for children to browse and read

Introduction

Teaching overview

This unit focuses on non-fiction information reports and continues work begun in Unit 8. It provides a further opportunity for children to become familiar with non-fiction reports and reading and writing statements of fact, and to rehearse their sentences prior to writing. The unit makes cross-curricular links with the science curriculum.

Introduce the concept

If possible, show the children a terrarium or similar container with stick insects, or pictures of one. Can the children spot the insects?

Ask the class if they know the meaning of the word 'camouflage'. Take predictions and then look up the meaning of the word in a dictionary. Ask: 'Can you think of anything else in nature which uses camouflage?' Discuss children's ideas about why animals might use camouflage. Explain that they are going to read an extract from a book which gives examples of animals that use camouflage for different reasons.

Pupil practice

Pupil Book page 38–40

Get started

Children read the information and add the missing words.

Answers

- | | |
|--------------------|----------|
| 1. camouflage | [1 mark] |
| 2. where they hide | [1 mark] |
| 3. hunt | [1 mark] |
| 4. hide | [1 mark] |
| 5. leaves | [1 mark] |

Try these

Children read the sentences and decide if they give the correct information.

Answers

- | | |
|----------|----------|
| 1. true | [1 mark] |
| 2. true | [1 mark] |
| 3. true | [1 mark] |
| 4. false | [1 mark] |
| 5. true | [1 mark] |

Now try these

Children research information about polar bears, choosing at least three facts to compose sentences about. They draw a labelled picture and write their three facts as a report.

You may wish to use the activities and photocopyables in **Support and Embed** to give differentiated support with the tasks in **Now try these**.

Support, embed & challenge

Support

Support these children as they research their facts about the polar bear. Help them to make useful notes from books and the internet. Children use Unit 15 Resource 1: My report on the polar bear to draw a polar bear. They use the writing frame to support them as they add facts beneath it one at a time. Remind them to write in sentences.

Embed

Children research facts about polar bears and, using Unit 15 Resource 2: Polar bear fact file, create a fact

file. This resource sheet encourages the children to combine their facts into a paragraph of text and provides a space for them to add an illustration. They are reminded to write in full sentences.

Challenge

Children research another creature that uses camouflage and write facts about it. They add labelled diagrams to their writing. They check they have correctly punctuated their sentences.

Homework / Additional activities

Polar animals

Ask the children to research facts about other animals that live in polar regions. They could write a short list of facts and bring them into school to share. They may draw pictures or bring in photographs or books. If they know a website that has useful information about animals in polar regions, they could share this, too.



My polar bear report

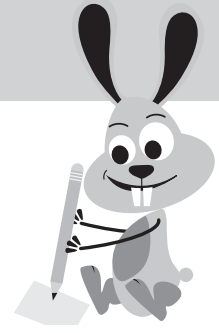
Draw a picture of a polar bear.

Write one fact about a polar bear here.

Write one fact about a polar bear here.

Write one fact about a polar bear here.





Polar bear fact file

Write facts about polar bears in the space below.
Write in sentences.

Draw a picture of a polar bear.



Writing simple reports (3)

From 'Animals in Hiding' by Charlotte Guillain

What is camouflage?

Animals use camouflage to hide. Camouflage makes animals look like the place where they hide. Some animals use camouflage to hunt other animals. Other animals use camouflage to hide from hunters!



Camouflage in the sea

Stonefish look like rocks. They hide to catch other fish. Flatfish look like the seabed. They hide from bigger fish and sharks in the sand.



Camouflage in leaves

This snake's patterned skin looks like leaves. It hides to catch small animals. This lizard's tail looks like a leaf to hide it from birds and snakes.



Colour change!

This spider changes colour as it hunts insects so they don't see it coming.

Get started

Read the information about camouflage.
Add the missing words.



1. Animals use _____ to hide.
2. Camouflage makes animals look like the place _____.
3. Some animals use camouflage to _____ other animals.
4. Other animals use camouflage to _____ from hunters!
5. This snake's patterned skin looks like _____.

Try these

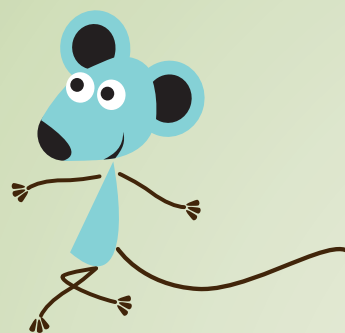
Which sentences tell facts about camouflage?
Decide if the sentences are true or false.

1. Camouflage helps animals to hide.
2. Some spiders change colour as they hunt.
3. Some fish camouflage themselves in the sand.
4. They do this to hide from fishermen.
5. Some animals use leaves as camouflage.

Now try these



1. Find three facts about polar bears.
2. Write the facts in sentences.
3. Draw a picture to go with your sentences and label it.



Review unit 3

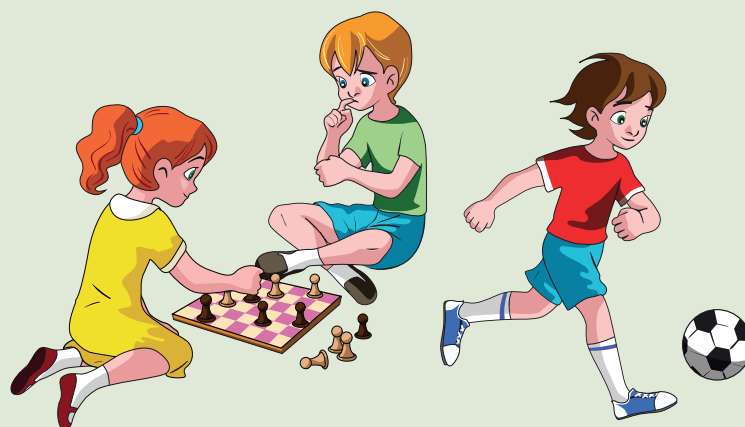
Information writing

- A.** Write an information report called 'My Street'.
Include pictures and a map.



Instructions

- B.** Write a set of instructions for playing your favourite game.



Traditional tales and fables

- C. Draw a story map of a traditional tale or fable you know.
Add captions or labels to it to tell the story.



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Year 2

Composition Skills



Chris Whitney



Unit 3: Traditional tales (1)

Overview

English curriculum objectives

- **Reading:** Year 2 pupils should be taught to develop understanding of what they read by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- **Writing:** Year 2 pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).

Building towards

Children will plan and write their own animal fable.

Treasure House resources

- Composition Skills Pupil Book 2, Unit 3, pages 8–9
- Collins Connect Treasure House Composition Year 2, Unit 3
- Photocopiable Unit 3, Resource 1: Hungry animals, page 69
- Photocopiable Unit 3, Resource 2: Animal thieves, page 70

Additional resources

- Books and websites containing more fables, including Aesop's

Introduction

Teaching overview

In this unit children learn about traditional tales and fables and write their own version.

The unit focuses on understanding the main character in the tale and the reasons for his/her actions. It provides opportunities to discuss fables and the moral lessons they teach.

Introduce the concept

Ask: 'Have you ever heard of Aesop's fables?'
Read a short fable to them and discuss how a fable always has a moral. This may need some explanation.
Explain that this extract comes from one of Aesop's fables and is only part of the story. Read the extract together.

Ask: 'Do you know what a crow is?', 'Have you seen one in a garden or park?'

Pupil practice

Get started

The children add the missing words to the sentences, using their own ideas. Check that the words are appropriate.

Try these

Children answer the questions then use their answers to create their own (verbal if appropriate) story opening for 'The Fox and the Crow'. Accept any ideas that are appropriate to the tale. They should use the illustration at the top of page 8 for ideas.

Pupil Book pages 8–9

Now try these

The children use activities 1, 2 and 3 to continue their own version of 'The Fox and the Crow'. Ask the children to consider the genre (fable), the title and the crow's behaviour when deciding how to continue the story.

Activity 4: Children use their knowledge of fables to write another story about an animal that takes some food. It might be helpful here to read the original fable in its entirety if this has not been done before. It may provide them with ideas.

You may wish to use the activities and photocopiables in **Support** and **Embed** to give differentiated support with these activities.

Support, embed & challenge

Support

Share a version of the full story of 'The Fox and the Crow' with these children. Allow them to focus on retelling this fable rather than creating their own version for **Now try these** activities 1, 2 and 3. When moving on to activity 4, Unit 3 Resource 1: Hungry animals provides structure for those needing additional support to tell their story.

Embed

Ask the children to use Unit 3 Resource 2: Animal thieves to create a storyboard for their new story (**Now try these** activity 4) and consider the words they will use as they tell it.

Challenge

Ask the children to find more Aesop's fables on the internet. Ask them to learn one and tell it to the rest of the class, explaining why they like it.

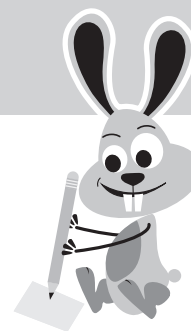
Homework / Additional activities

Traditional tale

Ask the children to write a short summary of another traditional tale that they like.

Collins Connect: Unit 3

Ask the children to complete Unit 3 (see Teach → Year 2 → Composition → Unit 3).



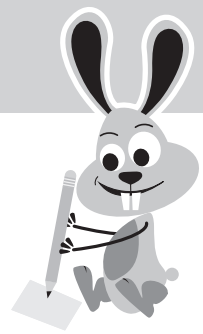
Hungry animals

Plan your story about an animal who takes some food.

Draw what happens under each sentence.

My story is called _____.	
My animal is a _____	One day he takes _____
What happens next to him?	How does my story end?





Animal thieves

Plan your story about an animal taking food.

Draw pictures in the boxes below, then add sentences next to each box to tell the story.

	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>



Traditional tales (I)

From 'The Fox and the Crow'

'How delicious!' thought Crow, looking at a picnic left lying in the shade. 'So much food ... And no one's around ...'

Her beady black eye was caught by a piece of juicy meat lying just out of reach. 'Oh!' thought Crow. 'It's so tempting. If I swoop down fast enough,' she decided, 'I can get it, I'm sure.'



And she went for it, darting down, a blur of black feathers. Snap, snap, went her sharp beak, and then she headed back into the woods, flapping her fringed wings, a very proud thief.

Get started

Copy the sentences and complete them using words for different kinds of food.

1. 'How delicious! I can see _____,' thought Crow.
2. 'Oh yum! I can smell _____,' said Crow.
3. 'Wow! There's _____,' exclaimed Crow.
4. 'Scrumptious! A big juicy _____,' declared Crow.
5. 'That _____ looks tasty!' cackled Crow.



Try these

Answer the questions to create a story opening for 'The Fox and the Crow'.

1. When did the story happen?
2. Where did the story happen?
3. What was the weather like in the story?
4. What time was it in the story?
5. Who was there at the start of the story?



Now try these

1. Write a sentence about Crow taking some more food.
2. Think of a new animal character. Draw a picture of them talking to Crow.
3. What are they saying? Add speech bubbles to your picture.
4. Plan your own short story about an animal that takes some food. Draw and label a picture or write some sentences.



Review unit 1

Information texts

A. Write a fact file or information text about the village or town where you live. Use a template like this to help you.

Title:	
Opening sentence or sentences:	
Information box 1	Information box 2
Information box 3	Information box 4
Diagrams or illustrations	

Writing stories

B. It is Kim's birthday. She's seven years old and is hoping for a present from a special person. Write the story of her day. Use a template like this to help you.



Title: The surprise birthday present

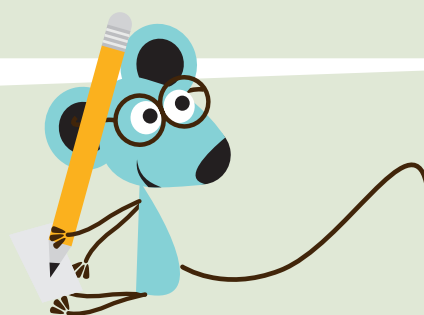
Opening sentence or sentences:

Now write about what happened next. Was there a present or not?

How did the day end for your character?

Instruction texts

- C.** Write the instructions for how to play a playground game. Remember to use command verbs. You may illustrate each step as you write it. Use a template like this to help you.



Title: Instructions for playing _____

What you need:

1	2
3	4
5	6



Next steps

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