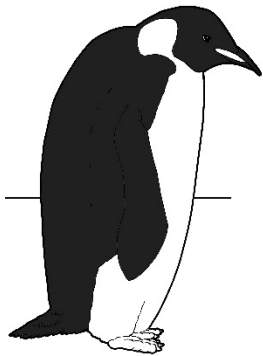
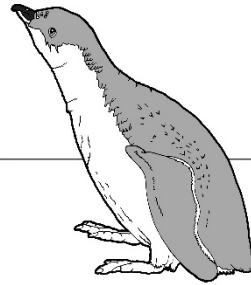


# Penguins

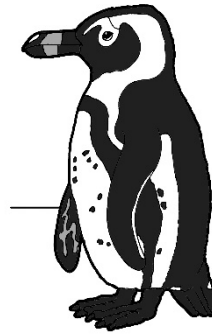
Penguins live in hot and cold places in the Southern Hemisphere. This is the bottom half of the world, below the Equator. They have wings but they can not fly. There are 17 sorts of penguin.



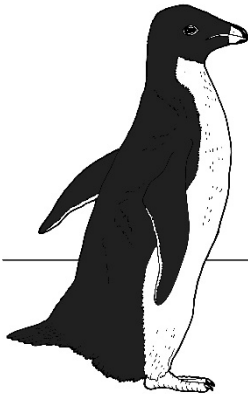
This is an Emperor penguin. It is the biggest penguin. It has patches of yellow on its ears and breast. They live in a very cold place called Antarctica and catch fish from the sea to eat. They do not build a nest. The male penguin holds eggs in its belly pouch and baby penguins stand on the male penguins feet so that they do not get cold.



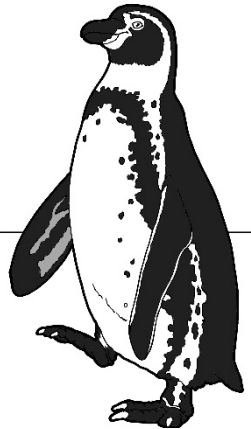
This is a Little penguin. It is the smallest penguin and is sometimes called a Blue penguin. It lives in Australia and New Zealand. They usually make a hole in the ground to lay their eggs and the male and female take it in turns to look after them.



This is an African penguin. They live in Africa. It has a black band on its white breast and patches of skin of its face. The skin helps the penguin to cool down when it gets too hot. It digs into the ground to lay its eggs.



This is an Adelie penguin. They have long tails that drag along the ground and white around their eyes. The female penguin lays her eggs in a nest that she makes with pebbles and moss. The male keeps the eggs warm and the female goes to hunt for food. Then they swap jobs.



This is a Humboldt penguin. It is sometimes called a Peruvian penguin. They live in South America. It has patches of skin on its face to help it cool down and it has a black bill. It digs into the ground to lay its eggs.



This is a Snares penguin. They live on an island in New Zealand. It has a yellow crest on its face and red eyes. The lady penguin lays 2 eggs in a nest. The first one is a lot smaller than the second one. The second egg hatches a much bigger penguin that is better at surviving.

## Penguins

Complete this table with ✓. (C2)

| Type of Penguin | Builds a Nest | Lives in a cold place | Lives in a hot place | Digs a hole for a nest | Balances baby on its feet | Red Eyes | Yellow Crest |
|-----------------|---------------|-----------------------|----------------------|------------------------|---------------------------|----------|--------------|
| Emperor         |               |                       |                      |                        |                           |          |              |
| Snares          |               |                       |                      |                        |                           |          |              |
| Adelie          |               |                       |                      |                        |                           |          |              |
| Little          |               |                       |                      |                        |                           |          |              |
| African         |               |                       |                      |                        |                           |          |              |
| Humboldt        |               |                       |                      |                        |                           |          |              |

Why has the writer put the information in boxes? (T2/1b)

What do penguins use their wings for? (C3)

Do you think all penguins lay eggs? (P3/1d)

Why do you think Emperor penguins do not build a nest? (P3/1d)

Which two penguins are the most similar? (C2)

## Penguins

Complete this table with ✓. (C2)

| Type of Penguin | Builds a Nest | Lives in a cold place | Lives in a hot place | Digs a hole for a nest | Balances baby on its feet | Red Eyes | Yellow Crest |
|-----------------|---------------|-----------------------|----------------------|------------------------|---------------------------|----------|--------------|
| Emperor         |               | ✓                     |                      |                        | ✓                         |          |              |
| Snares          | ✓             |                       | ✓                    |                        |                           | ✓        | ✓            |
| Adelie          | ✓             | ✓                     |                      |                        |                           |          |              |
| Little          |               |                       | ✓                    | ✓                      |                           |          |              |
| African         |               |                       | ✓                    | ✓                      |                           |          |              |
| Humboldt        |               |                       | ✓                    | ✓                      |                           |          |              |

Why has the writer put the information in boxes? (T2/1b) **To make it easier to read.**

What do penguins use their wings for? (C3) **Swimming**

Do you think all penguins lay eggs? (P3/1d) **Yes, they are birds.**

Why do you think Emperor penguins do not build a nest? (P3/1d) **Because they have a pouch to hold their eggs and the baby can stand on the feet of their fathers – so no nest is needed.**

Which two penguins are the most similar? (C2) **Humboldt and African.**

### Comprehension

|          |       |  |
|----------|-------|--|
| Year 1/2 | C1/1a | Discussing word meanings, linking new meanings to known vocabulary                                   |
|          | C2    | Answer simple, information retrieval questions about texts*  |
|          | C3    | Drawing on what they already know from background information and vocabulary provided by the teacher |
|          | C4    | Discussing and expressing views about a wide range of texts  |
|          | C5/1c | Discussing the sequence of events in texts and how items of information are related                  |
| Year 3/4 | C1/2a | Explaining the meaning of words in context   |
|          | C4    | Discussing and expressing views about a wide range of texts  |
|          | C6/2b | Retrieve and record information from fiction and non-fiction   |
|          | C7    | Identifying how language, structure and presentation contribute to meaning                           |
| Year 5/6 | C1/2a | Exploring the meaning of words in context  |
|          | C4    | Discussing and expressing views about a wide range of texts  |
|          | C6/2b | Retrieve, record and present information from fiction and non-fiction                                |
|          | C7    | Identifying how language, structure and presentation contribute to meaning                           |
|          | C8/2h | Making comparisons within and across texts   |
|          | C9    | Distinguish between statements of fact and opinion   |

### Predictions and Making Inferences

|          |       |   |
|----------|-------|---|
| Year 1/2 | P1    | Link the text to their own experiences  |
|          | P2/1e | Predicting what might happen on the basis of what has been read so far  |
|          | P3/1d | Making inferences on the basis of what is being said and done   |
|          | P4    | Answering and asking questions  |
| Year 3/4 | P2/2e | Predicting what might happen from details stated and implied  |
|          | P4    | Asking questions to improve their understanding   |
|          | P5/2d | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| Year 5/6 | P2/2e | Predicting what might happen from details stated and implied  |
|          | P4    | Asking questions to improve their understanding   |
|          | P5/2d | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |

### Language for Effect

|          |       |   |
|----------|-------|---|
| Year 1/2 | L1    | Recognising and joining in with predictable phrases   |
|          | L2    | Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear  |
| Year 3/4 | L3    | Using dictionaries to check the meaning of words they have read   |
|          | L4    | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  |
| Year 5/6 | L2    | Learning a wider range of poetry by heart   |
|          | L4    | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience                      |
|          | L5/2g | Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases |
|          | L6/2f | Identify and explain how content is related and contributes to meaning as a whole   |

## Summarising

|          |       |  |
|----------|-------|--|
| Year 1/2 | S1    | Discussing the significance of the title and events  |
| Year 3/4 | S2/2c | Identifying main ideas drawn from more than one paragraph and summarising these                |
| Year 5/6 | S2/2c | Summarising from more than one paragraph, identifying key details which support the main ideas |

## Themes and Conventions

|          |       |   |
|----------|-------|---|
| Year 1/2 | T1/1b | Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them   |
|          | T2/1b | Considering the particular characteristics of the above texts   |
| Year 3/4 | T3    | Reading texts that are structured in different ways and reading for a range of purposes   |
|          | T4    | Identifying themes and conventions in a wide range of texts   |
|          | T5    | Recognising some different forms of poetry  |
| Year 5/6 | T2    | Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions |
|          | T4    | Identifying and discussing themes and conventions in and across a wide range of writing   |

## Reading for Pleasure

|          |    |  |
|----------|----|--|
| Year 1/2 | R1 | Listening to and discussing a wide range of fiction and non-fiction texts  |
|          | R2 | Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  |
|          | R3 | Discussing their favourite words and phrases   |
| Year 3/4 | R1 | Listening to and discussing a wide range of fiction and non-fiction texts  |
|          | R2 | Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say                         |
|          | R3 | Discussing words and phrases that capture the reader's interest and imagination  |
| Year 5/6 | R2 | Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously |
|          | R3 | Discussing words and phrases that capture the reader's interest and imagination  |
|          | R4 | Recommending texts that they have read to their peers, giving reasons for their choices  |