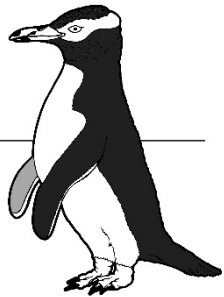


Penguins

Penguins live in both hot and cold places in the Southern Hemisphere, the bottom half of the world, below the equator. They have wings but they can not fly, so they use them as flippers. There are 17 different species of penguin.

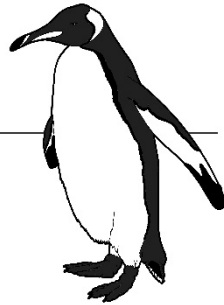
All penguins forage for food in the sea. They have spines in their mouths to stop their prey (fish, squid and krill) from swimming away.

Baby penguins are called chicks, born with very fluffy feathers and unable to go into the water until they have grown their adult feathers. The parents hunt for food, swallow it down and then bring it back up to feed to their chicks.



Yellow-eyed Penguin

This type of penguin can be found in New Zealand and has a band of yellow feathers on its head as well as yellow eyes. The Yellow-eyed penguin prefers to eat fish but will also eat cephalopods. They are different to many other species of penguin because they nest alone (instead of in huge groups) in thick forest, usually at the foot of a tree.



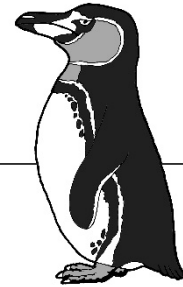
King Penguin

This penguin species is the second largest. They have orange cheeks and look similar to Emperor penguins. King penguins do not make a nest, instead the female lays a single egg which the male keeps warm in a pouch in his belly and balances it on his feet. They live around the edges of Antarctica and live on a diet of mainly lanternfish and squid.



Rockhopper Penguin

There are three types of Rockhopper Penguin: Northern Rockhopper, Eastern Rockhopper and Southern Rockhopper. There are very tiny differences between them and so they are classed as one species. They live in cold places and have red eyes, an orange beak and yellow spiky feathers on their head. Rockhoppers make a nest with pebbles and peat and lay two eggs. The second is normally stronger than the first.



Galapagos Penguin

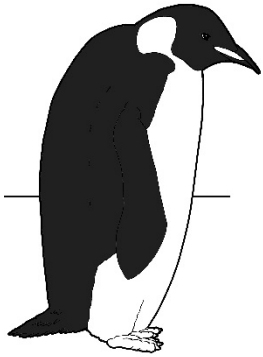
This penguin is the only penguin to breed near the equator. They feed on small fish like sardines. The Galapagos penguin lays its eggs in crevices, caves or a burrow to protect them from getting too much heat from the sun. There are only 1000 breeding pairs of these penguins and they are at risk of extinction.



Chinstrap Penguin

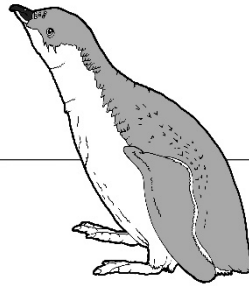
Chinstrap penguins have a black line across their cheeks that looks like a chinstrap. They mostly eat krill but sometimes they eat fish. These penguins live in cold places. Chinstrap males build a nest with pebbles and the female lays two eggs. The parents take turns to look after the eggs.

Emperor Penguin



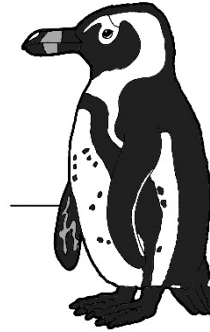
This is the largest species of penguin. It has patches of yellow on its ears and breast. They live in Antarctica and catch fish from the sea to eat. They do not build a nest. Instead, the male penguin holds the egg in a pouch in its belly. After the chicks have hatched, baby penguins stand on the feet of its father so that they do not get cold.

Little Penguin



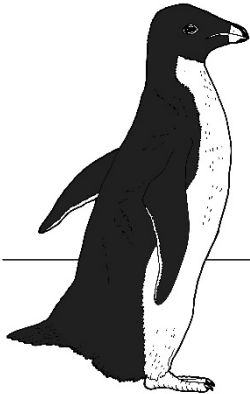
This is the smallest penguin and is sometimes called a Blue Penguin. It lives in Australia and New Zealand. They usually make a hole in the ground to lay their eggs and then the male and female take it in turns to look after them. Sometimes they nest under beach houses.

African Penguin



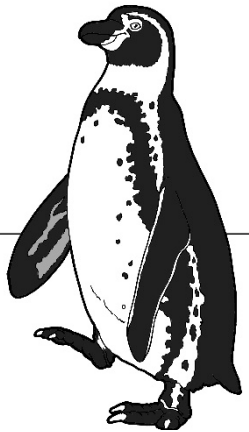
These penguins live in Africa. The African Penguin has a black band on its white breast and patches of skin on its face. The skin helps the penguin to cool down when it gets too hot. To lay its eggs, it burrows into the ground or lays them in rock crevices or under shrubs. This species eats a lot of anchovies.

Adelie Penguin



This species has a long tail that drags along the ground and white around its eyes. The female penguin lays her eggs in a nest that she makes with pebbles and moss. The Adelie penguins often fight over these small stones and steal them from each other. The male keeps the eggs warm and then the female goes to hunt for food, then they swap jobs.

Humboldt Penguin



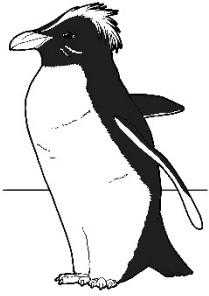
This species is sometimes called a Peruvian Penguin. They are a medium-sized penguin that live in South America. It has patches of skin on its face to help it cool down and it has a black bill. It digs into the guano (bird poo) or the ground to lay its eggs. Sometimes it uses caves.

Snares Penguin



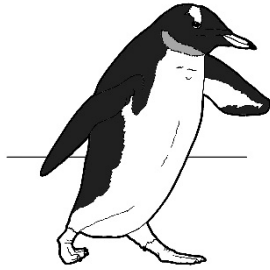
They live on an island called Snares Island in New Zealand. It has a yellow crest on its face and red eyes. The female penguin lays two eggs in a nest. The first one is a lot smaller than the second one. The second egg hatches a much bigger penguin that is better at surviving.

Fiordland Penguin



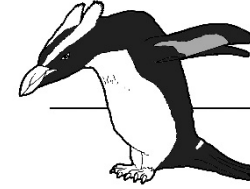
The Fiordland penguin has a yellow stripe which extends from above the eye and drops in a plume. They nest in the rainforest on the Fiordland Island coast in New Zealand; in caves, at the foot of trees or in thick undergrowth. The female lays two eggs. The first egg usually hatches after the first, is much weaker and most of the time does not survive.

Gentoo Penguin



This species has a white patch around its eye joined to a white stripe that joins at the top of its head. It mainly feeds on krill that it forages for close to the shore on sub-Antarctic islands. They build nests with pebbles, often fighting over the best pebbles for nest building, and the female lays two eggs. This species is the third largest penguin.

Erect-crested Penguin



Erect-crested penguins have yellow plumes that stand upright (erect). When the plumes are wet, they drop down, making it difficult to identify them. The female usually lays her two eggs straight onto bare rock. This penguin species is found in New Zealand and little is known about its diet, although studies have shown that it eats squid.

Penguins

Complete this table with ✓. (C6/2b)

Type of Penguin	Builds a Nest	Lives in a cold place	Lives in a hot place	Digs a hole for a nest	Balances baby/egg on its feet	Red Eyes	Yellow Crest	Skin on its face	Lays two eggs
Emperor									
Snares									
Adelie									
Little									
African									
Humboldt									
Yellow-eyed									
Rockhopper									
Chinstrap									
King									
Galapagos									
Fiordland									
Gentoo									
Erect-crested									

Why has the writer put the information in boxes? (T4)

What do penguins use their wings for? (C6/2b)

Do you think all penguins lay eggs? (P5/2d)

Why do you think Emperor penguins do not build a nest? (P5/2d)

Which two penguins are the most similar? (C8/2h)

Why do you think the Humboldt penguin is sometimes called a Peruvian penguin? (P5/2d)

Why do you think chicks feathers are unsuitable for the water? (P5/2d)

Penguins

Complete this table with ✓. (C6/2b)

Type of Penguin	Builds a Nest	Lives in a cold place	Lives in a hot place	Digs a hole for a nest	Balances baby/egg on its feet	Red Eyes	Yellow Crest	Skin on its face	Lays two eggs
Emperor		✓			✓				
Snares	✓		✓			✓	✓	✓	✓
Adelie	✓	✓							
Little			✓	✓					
African			✓	✓				✓	
Humboldt			✓	✓				✓	
Yellow-eyed			✓						
Rockhopper	✓	✓				✓	✓		✓
Chinstrap	✓	✓							✓
King		✓			✓				
Galapagos			✓	✓					
Fiordland			✓				✓		✓
Gentoo	✓	✓							✓
Erect-crested			✓				✓		✓

Why has the writer put the information in boxes? (T4) **To make it easier to read.**

What do penguins use their wings for? (C6/2b) **Swimming**

Do you think all penguins lay eggs? (P5/2d) **Yes, they are birds.**

Why do you think Emperor penguins do not build a nest? (P5/2d) **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? (C8/2h) **Humboldt and African.**

Why do you think the Humboldt penguin is sometimes called a Peruvian penguin? (P5/2d) **They can be found in Peru.**

Why do you think chicks feathers are unsuitable for the water? (P5/2d) **They are not waterproof.**

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