

Dragons : Non-chronological Reports : English : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know and identify the features of a non-chronological report	In this first lesson, children are introduced to Bert, a 'dragonologist', who needs help to write a non-chronological report about a particular dragon. Children will discuss the features of this genre of writing, and complete a diamond activity to show their opinions of the importance of each feature. In their independent activities, they will read Bert's report, identifying and creating a key for the features he has used. In the plenary, children are all given a different 'dragon egg' to look after.	<ul style="list-style-type: none"> Do children know what a non-chronological report is? Can they list the features of a non-chronological report? Can they identify these features within a given non-chronological report? 	<ul style="list-style-type: none"> Slides Diamond Activity Sheet (Teaching Input) Diamond Activity Cards (Teaching Input) Bert's Non-chronological Report Key of Features Card 1A/1B/1C Find a Feature Dice Template (FSD? activity only) Dragon Eggs Cards
Lesson 2	To be able to generate relevant questions	After recapping on the features of a non-chronological report, Bert asks the children if they have thought about what type of dragon might be inside their egg. As a class, they will look at some questions that could be asked about the different aspects of their as yet unhatched dragon. In their independent activities, children will further generate and record the questions they think are important to ask.	<ul style="list-style-type: none"> Can children recall the features of a non-chronological report? Can children generate appropriate and relevant questions? Can children assess questions according to their importance? 	<ul style="list-style-type: none"> Slides Dragon Eggs Cards from previous lesson Question Sheet 2A/2B/2C Ideas Cards Question Cards (FSD? activity only)
Lesson 3	To answer questions in note form and organise information into a plan	Bert informs the children that their eggs are hatching! In this lesson, children will use their imagination skills to write answers to the questions about their dragons they generated in the previous lesson. As a class, they will be reminded of how to record information in note form, as well as playing a short game focusing on the use of technical language, before independently organising their information into a plan for a non-chronological report.	<ul style="list-style-type: none"> Can children use their imagination to generate answers to questions about their dragon? Can children organise this information into a plan? Can children orally describe different aspects of their dragon? 	<ul style="list-style-type: none"> Slides Match Up! Cards (Teaching Input) Question Sheets from previous lesson Dragon Notebook 3A/3B Thesauruses (optional)
Lesson 4	To write a draft of a non-chronological report	Children will briefly recap on the features of a non-chronological report, and discuss how they can be separated into 'layout' features and 'content' features. They will then focus on how to make their writing interesting and engaging for the reader, by using varied sentence starters, carefully chosen adjectives, and conjunctions to link ideas. Children will then use what they have learnt to write their first draft of their non-chronological report.	<ul style="list-style-type: none"> Can children recall and discuss the importance of using the relevant features in their non-chronological report? Do children know how to make their writing interesting and engaging for the reader? Can children follow their plans to write their non-chronological report? 	<ul style="list-style-type: none"> Slides Dragon Notebooks from previous lesson Non-chronological Report Features Help Sheet Draft Paragraph Cards A/B/C Share-a-Feature Dice (FSD? activity only)
Lesson 5	To edit and improve your draft non-chronological report	In this lesson, children will discuss the importance of editing their writing. They will work together as a class to make suggestions for improvements for a number of given sentences, before applying this skill to their own draft paragraphs from the previous lesson.	<ul style="list-style-type: none"> Can children explain why it is important to edit their work? Can children make appropriate suggestions on how their writing could be edited? Can children edit their work and explain their reasoning for any changes they make? 	<ul style="list-style-type: none"> Slides Draft Paragraph Cards from previous lesson Roll & Edit Game Sheet A/B Dice Post-it notes/coloured pens/pencils Editing Carousel Sheet (FSD? activity only)
Lesson 6	To create a final presentation of your non-chronological report	In this final lesson, children will recap on the layout features associated with a non-chronological report, before using this information to think carefully about the presentation of their own reports. As a class, their completed work will take the form of a Dragon Directory.	<ul style="list-style-type: none"> Do children know the layout features of a non-chronological report? Can children decide on a suitable layout for their content? Can children produce a final presentation of their report? 	<ul style="list-style-type: none"> Slides Edited Draft Paragraph Cards from previous lesson Layout Prompt Card Dragon Directory Cover Dragon Directory Layout Template Dragon Directory Blank Sheet Section Cards (FSD? activity only)

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Reading - word reading	
<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	
Reading - comprehension	
<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>WORD</p> <ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Writing - composition	<p>SENTENCE</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] <p>TEXT</p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <p>TERMINOLOGY FOR PUPILS</p> <p>determiner pronoun, possessive pronoun adverbial</p>
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>PUNCTUATION</p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials