

Holes : Non-chronological Reports : English : Year 5

NON-CHRONOLOGICAL REPORTS				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use hyphens to avoid ambiguity in compound adjectives.	In this initial lesson the children will explore compound adjectives and using a hyphen to avoid ambiguity in their descriptions. Using the example of the yellow-spotted lizard, the children will explore how the hyphen changes what is being described. They can illustrate these ideas or play bingo to create different compound adjectives to use in their own sentences.	<ul style="list-style-type: none"> Can children describe what a compound adjective is? Are children able to describe how using a hyphen to create a compound word changes the meaning of a phrase? Can children use compound adjectives in a sentence? 	<ul style="list-style-type: none"> Slides Phrases Cards 1A Picture Cards 1A Worksheet 1A/1B Word Grids 1A (FSD? activity only) Dice (FSD? activity only)
Lesson 2	To identify common organisational features of a non-chronological report.	Children will look in more detail at the features of a non-chronological report that help the reader find the information they are interested in. They will find these features in model texts and discuss how useful each one is for them as the reader when trying to find answers to questions.	<ul style="list-style-type: none"> Can children name some common organisational features used in a non-chronological report? Can children describe how different organisational features can guide the reader? Can children evaluate the usefulness of different organisational features of a non-chronological report? 	<ul style="list-style-type: none"> Slides Model Texts 2A Worksheets 2A/2B/2C Worksheet 2D (FSD? activity only) Challenge Card 2A (FSD? activity only)
Lesson 3	To research information for a report.	In this lesson the children will research information about the yellow-spotted lizard using extracts from the book. Alternatively, your class can use their researching skills to discover information about a chosen desert animal in preparation for their non-chronological report writing.	<ul style="list-style-type: none"> Can children identify key categories of information to use in their reports? Are children able to sort key information into categories? Can children select appropriate information about their chosen subject? 	<ul style="list-style-type: none"> Slides Model Texts 3A Extract Cards 3A/3B Worksheet 3A/3B Non-fiction books about desert animals and access to the internet (FSD? activity only)
Lesson 4	To learn to punctuate bullet points effectively.	This lesson takes a closer look at how the children can use bullet points as an organisational device in their writing. They will focus on how to punctuate the bullet points consistently so they can be used to convey information concisely.	<ul style="list-style-type: none"> Can children explain when bullet point might be used? Can children explain how a set of bullet points should be punctuated? Are children able to write a set of correctly punctuated bullet points? 	<ul style="list-style-type: none"> Slides Bullet Point Cards 4A/4B Worksheet 4A Bullet Point Punctuation Card 4A
Lesson 5	To write a glossary for a non-chronological report.	In this lesson the children are challenged to create a glossary for their non-chronological report. The lesson input takes the time to discuss what an effective definition includes and how their audience may affect which words they include in their glossary.	<ul style="list-style-type: none"> Can children write an effective definition of a word? Can children choose appropriate words to include in a definition? Are children able to write a definition for an intended audience? 	<ul style="list-style-type: none"> Slides Glossary Card 5A Dictionaries Glossary Card 5B (FSD? activity only)
Lesson 6	To write a non-chronological report on an animal.	Children will use their work in the previous lessons to inspire and influence their writing as they create a non-chronological report for a yellow-spotted lizard or a desert animal. They are expected to draft their writing in this lesson which could lead on to subsequent lessons where they redraft and present their writing in an appealing way.	<ul style="list-style-type: none"> Can children describe some grammatical features of a non-chronological report? Can children use organisational features of a non-chronological report to help the reader find information quickly and easily? Can children write an informative and easy-to-read non-chronological report on a desert animal? 	<ul style="list-style-type: none"> Slides Model Texts 6A Checklist 6A Writing Frame 6A Extract Card 6A Fact File Template 6A/6B (FSD? activity only) Post-it notes

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Reading - word reading
<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension	
<ul style="list-style-type: none"> continuing to read and discuss an increasingly 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 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.

Writing - transcription HANDWRITING
<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

Writing - transcription SPELLING
<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus

Writing - composition
<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors

Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

English Appendix 2	
WORD <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] 	
SENTENCE <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] 	TEXT <ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
PUNCTUATION <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	TERMINOLOGY FOR PUPILS modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity