

Lost in the Rainforest : Non-chronological Reports: English : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify the features of a non-chronological report	In this first lesson, children will be introduced to the features of a non-chronological report. As a class, they will identify and discuss the different features, before using this knowledge in their independent activities, where they will read a non-chronological report about sloths. In the alternative activity, children will play the Find a Feature game, where they are encouraged to skim and scan a report for a particular feature.	<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 given non-chronological reports? 	<ul style="list-style-type: none"> Slides What is a Sloth? Sheet Labels Sheet Worksheet 1A/1B/1C Find a Feature Game Instructions Card (FSD? activity only) Find a Feature Game Dice (FSD? activity only)
Lesson 2	To gather information for a non-chronological report	After briefly recapping on the features of a non-chronological report, children will begin to discuss and create an imaginary new species that they have discovered whilst on a trip to the rainforest. Guided by given questions, children will make notes on different aspects of their newly found animal.	<ul style="list-style-type: none"> Can children recall the main features of a non-chronological report? Can children share, discuss and record their ideas for a newly discovered animal? Can children generate appropriate notes for a non-chronological report? 	<ul style="list-style-type: none"> Slides New Species Notebook 2A/2B Blank New Species Notebook Technical Vocabulary Sheet Information Slips (FSD? activity only) Blank Information Slips (FSD? activity only) A3 paper (FSD? activity only)
Lesson 3	To know how to organise information into a plan for a non-chronological report	In this lesson, children will be encouraged to think about how they should organise the information they have generated into a plan for a report. As a class, they will look at a selection of different notes about an animal, and decide which sub-heading each one belongs to. In their independent activities, children will organise their notes from the previous lesson using a given planning format.	<ul style="list-style-type: none"> Can children use their notes to create a plan for a non-chronological report? Can children group related material into paragraphs? With the reader in mind, can children decide on the most appropriate order for the paragraphs to be written in? 	<ul style="list-style-type: none"> Slides Completed New Species Forms from previous lesson Planning Sheet A/B Information Slips/A3 paper from previous lesson (FSD? activity only)
Lesson 4	To write the content for a non-chronological report	Children will first recap on what should be included within the paragraphs of a non-chronological report. They will then focus on what order the information should be written in, with the reader in mind. Children will look at examples of notes that have been turned into a paragraph, sentence by sentence, and discuss how they have been developed. They will analyse and discuss a WAGOLL (What A Good One Looks Like), before writing their own first drafts of their paragraphs using their notes from the previous lesson.	<ul style="list-style-type: none"> Can children list and define the features needed to be included when writing paragraphs for a report? Do children understand the importance of thinking carefully about the order of information within sentences? Can children write a first draft of the paragraphs for their report? 	<ul style="list-style-type: none"> Slides Planning Sheets from previous lesson Notes to Paragraphs Sheets Writing Checklist A/B/C
Lesson 5	To edit the content of a non-chronological report	At the start of this lesson, children will discuss the importance of editing their writing. As a class, they will then look at a paragraph that has been written from given notes, and discuss how adjectives, conjunctions, different vocabulary and different sentence starters could be used to improve the writing. Children will then apply this knowledge when editing their own work.	<ul style="list-style-type: none"> Do children understand why it is important to edit their work? Can children make 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 Notes to Paragraphs Sheet from previous lesson Editing Game Sheet A/B Dice Post-it notes (optional) Editing Station Posters (FSD? activity only)
Lesson 6	To organise and present a non-chronological report	In this final lesson, children will revisit the layout of a non-chronological report, and how the organisation and presentation of a report can affect the reader's understanding and enjoyment of the topic being written about. In their independent activities, children will use the New Species Report Templates to create their report. In the FSD? activity, children use the Exploding Crate Templates to make a '3D' version of their report.	<ul style="list-style-type: none"> Do children understand the importance of layout for a non-chronological report? Can children organise the different sections of their non-chronological report in the most informative way for the reader? Can children present their non-chronological report in a visually pleasing way for the reader? 	<ul style="list-style-type: none"> Slides Edited Notes to Paragraphs Sheet from previous lesson New Species Report Template Sheets Report Layout Checklist New Species Report Template Sheets (A3 version) Exploding Crate Writing Templates (FSD? activity only) Exploding Crate Template Sheet (FSD? activity only) Instruction Sheet (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 (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	
<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]. 	
Writing - transcription SPELLING	
<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 	
Writing - composition	
<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 	
Writing - spelling, punctuation and grammar	
<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 	
English Appendix 2	
WORD	
<ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	
SENTENCE	TEXT
<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
PUNCTUATION	TERMINOLOGY FOR PUPILS
<ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech 	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')