

Non-chronological Reports : English : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore vocabulary used in a non-chronological report.	In this initial lesson the children will focus on the technical and unknown vocabulary that they may come across when reading a non-fiction text. They will explore different strategies for defining these unknown words including the use of synonymous words to replace the unknown words without changing the effect/meaning of the sentence.	- Can children make suggestions for strategies to find the meaning of an unknown word? - Are children able to choose appropriate synonyms to help them learn the meaning of an unknown word? - Can children find a word in a text to show a particular meaning or thought?	- Slides - Worksheet 1A/1B/1C - Report Card 1A/1B - Dictionaries and thesauruses - Report Card 1C (FSD? activity only) - Worksheet 1D/1E (FSD? activity only)
Lesson 2	To identify and evaluate the use of different features in non-chronological reports.	In this lesson the children look to identify and evaluate the use of different structural and grammatical features of this genre. The children will need to evaluate the effective use of different features, and make suggestions for improvements.	- Can children identify structural features of a non-chronological report and how they help to guide the reader around the report? - Are children able to identify some language features that are used in a non-chronological report? - Can children evaluate the use of different features of a non-chronological report in examples?	- Slides - Worksheet 2A - Model Text 2A - Example Texts 2A/B/C/D/E - Feature Checklist 2A - Different non-fiction books with non-chronological report pages (optional) - Worksheet 2B (FSD? activity only)
Lesson 3	To identify and use the passive voice.	This lesson has the children exploring active and passive voice and discussing the passive voice's use in non-chronological reports. The children will identify active and passive sentences and change them between the two voices.	- Can children identify the subject, verb and object in a sentence? - Are children able to change a sentence from active to passive voice? - Can children identify if a sentence is in the active or passive voice?	- Slides - Active Sentence Cards 3A - Passive Sentence Cards 3A - Sentence Cards 3A - Active/Passive Help Sheet 3A - Extract Card 3A (FSD? activity only) - Worksheet 3A (FSD? activity only)
Lesson 4	To collect and research information about a chosen hobby.	This lesson allows the children to show off their knowledge on their chosen subject. They draw on their own experiences of their own hobbies and record this information. They then attempt to find areas that they need extra research in and use their researching skills to expand their knowledge in order to become experts.	- Can children determine which information they may need to include in a non-chronological report on their favourite hobby? - Are children able to record information in a logical way? - Can children effectively research suitable information on a chosen subject?	- Slides - Worksheet 4A/4B - Model Text 4A - Access to the internet/non-fiction books for research - Sticky notes (FSD? activity only)
Lesson 5	To plan out the information we will include in a non-chronological report on our favourite hobbies.	The children will organise the information they collected in the previous lesson. This will serve as the plan for their report they will write in the next lesson.	- Can children name some of the different features in a non-chronological report and what they are used for? - Are children able to choose suitable features for their non-chronological report? - Can children organise and prepare information in a logical and/or aesthetically pleasing manner?	- Slides - Information Sheet 5A - Challenge Card 5A - Worksheet 5A - Scrap paper (FSD? activity only)
Lesson 6	To draft, write and present a non-chronological report on our favourite hobbies.	This lesson, and subsequent lessons if they need it, gives your class the time to draft and present their non-chronological reports. They will think carefully about the structure of their paragraphs and how the information is presented.	- Can children describe what a paragraph is and how it can be structured? - Are children able to write a non-chronological report on their favourite hobby? - Can children make edits and tweaks to their writing in order to make sure it is conveying their intended information/effect?	- Slides - Paragraph Structure Card 6A - Model Texts 6A - Access to presentation software (FSD? activity only) - Challenge Card 6A (FSD? activity only) - Sticky notes

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Reading - word reading		
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		
- 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		- 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	Writing - spelling, punctuation and grammar	
- write legibly, fluently and with increasing speed by: - 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.	- 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: - 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	
Writing - transcription SPELLING	English Appendix 2	
- 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	WORD - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] - How words are related by meaning as synonyms and antonyms [for example, big, large, little]. SENTENCE - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] PUNCTUATION - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] - Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] TEXT - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] TERMINOLOGY FOR PUPILS - subject, object active, passive synonym, antonym - ellipsis, hyphen, colon, semi-colon, bullet points	
Writing - composition	English Appendix 2	
- 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 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - 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		