

## NON-CHRONOLOGICAL REPORTS - YEAR 3 ENGLISH PLANNING

### Programme of Study objectives covered

#### **READING (Word reading)** - Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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)**

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- 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

Pupils should be taught to understand what they read, in books they can read independently, by:

- 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
- 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

#### **WRITING (Composition)** - Pupils should be taught to plan, draft, evaluate and edit their writing by:

- 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
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices such as 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, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

#### **Vocabulary, grammar and punctuation** - Pupils should be taught to:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials, including using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with singular and plural nouns
- use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.

#### **SPOKEN LANGUAGE** - Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- select and use appropriate registers for effective communication.

At the start of the 2<sup>nd</sup> week give each child a laminated colour copy of all four reports on each respective climate zone as they will be using and referring to them regularly for the following weeks. (These can then be kept for subsequent years as well).

Class: Year 3	Term: Autumn 1	Week: 2	Teacher:
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Day	Learning objective	Introduction / Model	Independent work / Success Criteria			Plenary
			Must: LA	Should: MA	Could: HA	
1	<p>To identify how to give a successful weather forecast</p> <p>To design a weather forecast map</p> <p>Aut006</p>	<p>Explain what an information broadcast is. Where can you see / hear them – radio, TV and internet. Discuss examples (news, documentaries, traffic reports and so on) Also - weather forecasts. What are they for? Who are they for? Who gives them? Where do you see / hear them? Watch example of a weather forecast at <a href="http://www.bbc.co.uk/weather/">http://www.bbc.co.uk/weather/</a> Watch same video again, but this time ask children to watch how the presenter behaves: What does he do with his hands? How and when does his voice change? Where does he look when he is talking? How does he use his props (the forecast maps)? How is it structured (next few days detailed with a summary of the outlook for further on)? What does his forecast map show? Why is there a forecast map – why not just the forecaster talking? Make a list of what makes a good forecast during this discussion. Explain to children that they are going to be weather forecasters (in mixed ability pairs – one HA and one LA child) for a place of their choice (or decide where they will research for expediency) Children to choose a country, look it up in the atlas, draw its outline and label several of its major cities on large paper Children to look up the weather forecasts for the cities on the BBC website, then use this information to create a forecast map and give a forecast for 2 days (one day each child). (If cannot access laptops / PCs, children can make up the forecasts) Can find weather symbols at <a href="http://upload.wikimedia.org/wikipedia/commons/f/fc/Weather-symbols.png">http://upload.wikimedia.org/wikipedia/commons/f/fc/Weather-symbols.png</a></p>	<p>MUST: know what an information broadcast is and where they are given</p>	<p>SHOULD: identify the key presentational features of an information broadcast and prepare the props for their own weather forecast</p>	<p>COULD: explain to their partner when their partner doesn't understand / know how to do something</p>	<p>Watch video of terrible weather forecaster at <a href="http://www.youtube.com/watch?v=ogEG9bX1IU">http://www.youtube.com/watch?v=ogEG9bX1IU</a> or if link doesn't work Google 'Worst and most hilarious weather man ever!' Discuss why this was not a good forecast: he mumbles, stands in the way of the maps and info, doesn't know his facts, reads from a piece of paper, doesn't look confident and so on</p>

2	<p>To write a weather forecast and practice performing and improving it</p> <p>SPOKEN LANGUAGE</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> </ul> <p>WRITING (Composition) – several objectives listed above</p> <p>Aut007</p>	<p>Revise list of key presentational features created yesterday. Explain that children need to write a short script for their forecast and try to learn this off-by-heart, and practice with their forecast map ready to give their weather forecast tomorrow. What could we add beyond the facts to make it a little bit more interesting:</p> <ul style="list-style-type: none"> <li>• sayings e.g. ‘raining cats and dogs’</li> <li>• advice e.g. bring your brolly, slap on the sun cream, hayfever sufferers stay indoors</li> <li>• personal stories e.g. I got soaked on my way in to work this morning</li> <li>• comparisons with other places e.g. unlike overcast London</li> <li>• interaction between the two presenters e.g. and over to John for tomorrow’s forecast</li> </ul> <p>Encourage children to work as a team and provide each other with constructive criticism (explain what this means) and give two examples – criticism expressed in a negative, unhelpful manner and criticism given in a positive and helpful manner. Emphasise that criticism doesn’t just mean things that are bad; it includes positive things as well</p>	<p>MUST: practice giving their weather forecast, including <i>some</i> of the key presentational features of weather forecasts</p>	<p>SHOULD: learn their script off-by-heart and use <i>many</i> of the key presentational features of weather forecasts</p>	<p>COULD: provide constructive criticism in a mature and sensitive manner</p>	<p>In pairs of pairs take it in turns to watch each other’s forecasts. Pairs provide feedback for each other – two stars (things the other pair did well) and one wish (something they could improve)</p>
3	<p>To give a weather forecast, using presentational features</p> <p>SPOKEN LANGUAGE – several objectives listed above</p> <p>Aut008</p>	<p>Give children a reminder of the features we are looking for in our broadcasts. Give children 10 minutes final practice time. Remind children how to be a good audience (sit quietly, pay attention etc). Explain that after each presentation I will be asking for feedback on how the pair did using two stars and a wish. Remind children how to criticise in a positive, constructive manner. One pair at a time give their presentation to the rest of the class (limit them to 2 minutes) After each presentation ask audience to provide feedback – two stars (things they did well) and one wish (something they could improve) I will pick children to give feedback regardless of whether they have their hand-up or not so that everyone participates in this. Halfway through give kids a five-minute break or do some quick exercises in class. Question audience throughout on what was just said in presentation to check they are listening and reward with house points if they get questions right. (Giving all the presentations might take more than one lesson)</p>	<p>MUST: give a weather forecast reading from a script and include <i>some</i> of the key presentational features of weather forecasts</p>	<p>SHOULD: give a weather forecast <i>without</i> reading from a script and use <i>many</i> of the key presentational features of weather forecasts</p>	<p>COULD: provide constructive criticism in a mature and sensitive manner</p>	<p>Discuss how we think we did as a class. Were we more like the professional BBC forecaster or the bumbling American one? I will give the class a few stars and a couple of wishes.</p>

4	<p>READING (Comprehension)</p> <ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> <li>• use dictionaries to check the meaning of words</li> </ul> <p>Aut009</p>	<p>Create a glossary to become familiar with new technical terms by looking up words in:</p> <ul style="list-style-type: none"> <li>• dictionary</li> <li>• thesaurus</li> <li>• information books on weather</li> </ul> <p>Model how to:</p> <ul style="list-style-type: none"> <li>• use a dictionary (including how it is ordered alphabetically by first letter in a word, then second letter, then third letter and so on). Explain difference between a thesaurus and a dictionary</li> <li>• use contents, index and glossary</li> </ul>	<p>MUST: find technical terms relating to weather and write a definition for them e.g. equator</p>	<p>SHOULD: be able to select the definition relating to weather where a word has more than one meaning</p>	<p>COULD: rewrite the definition relating to weather in their own words</p>	<p>Discuss and explain words that children still do not understand</p>
5	<p>To comprehend a non-chronological report on climate zones</p> <p>READING (Comprehension) - several of the objectives listed above</p> <p>Aut010</p>	<p>Watch the video about climate and weather at <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk</a> (if the link does not work, Google 'BBC Bitesize Weather and climate')</p> <p>Read report introducing climate zones as a class.</p> <p>Highlight features of the text as a non-chronological report</p> <ul style="list-style-type: none"> <li>• present tense</li> <li>• third person</li> <li>• subheadings</li> <li>• paragraphs on one sub-topic</li> <li>• technical vocabulary</li> <li>• informative diagrams</li> <li>• non-chronological (sections could be moved around and report would still make sense).</li> </ul> <p>Answer any questions children have, particularly focusing on new technical terms like latitude, equator, poles etc.</p> <p>Model how to answer in full sentences and explain need to do this in work.</p>	<p>MUST: answer questions requiring lower order thinking skills</p>	<p>SHOULD: answer questions requiring lower order, and some higher order thinking skills</p>	<p>COULD: answer questions requiring higher order thinking skills</p>	<p>In partners children come up with one question for each other based on the text and answer each other's questions</p>

Children who cannot access the comprehension texts because they are EAL or because of gaps in their phonics knowledge should take part in a catch-up reading scheme. To find a review of the effectiveness of such schemes Google 'Brooks, G. What works for children and young people with literacy difficulties?' and check that you are reading the most recent edition of the review.

You may find the [phonics assessment](http://www.saveteacherssundays.com/phonics/year-1/168/) available at <http://www.saveteacherssundays.com/phonics/year-1/168/> useful to highlight gaps in the children's knowledge. The [phonics resources](http://www.saveteacherssundays.com/phonics/year-1/) from <http://www.saveteacherssundays.com/phonics/year-1/> can then be used to help work on these gaps.