

<p><b>Check that children can already:</b></p> <ul style="list-style-type: none"> <li>• Write three facts about something that interests them in three sentences, using capital letters and full stops (and commas for lists, if appropriate), consistently using the present tense and using precise vocabulary.</li> <li>• Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.</li> <li>• If this is the first unit in the year, read and spell a range of common words, all digraphs and trigraphs, numbers to twenty, days, months, colours and words ending in the suffixes -ful and -ly.</li> </ul>	<p><b>Learning objectives and children's learning outcomes</b></p> <p><b>Most children will learn to:</b></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Identify the presentational features used to communicate the main points in a broadcast</li> <li>• Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Identify and make notes of the main points of section(s) of text</li> <li>• Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Identify features that writers use to provoke readers' reactions</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Write non-narrative texts using structures of different text-types</li> <li>• Select and use a range of technical and descriptive vocabulary</li> <li>• Use layout, format, graphics and illustrations for different purposes</li> </ul> <p><b>10. Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• Signal sequence, place and time to give coherence</li> <li>• Group related material into paragraphs</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>• Show relationships of time, reason and cause through subordination and connectives</li> <li>• Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</li> <li>• Clarify meaning through the use of exclamation marks and speech marks</li> </ul> <p><b>12. Presentation</b></p> <ul style="list-style-type: none"> <li>• Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins</li> </ul> <p><b>Learning outcomes (from teaching sequence below):</b></p> <ul style="list-style-type: none"> <li>• Children can find a key word using an index and then locate the relevant information on a page.</li> <li>• Children demonstrate that they have understood information read from a book or screen by noting the main points.</li> <li>• Children can use clear language and presentational features observed on a broadcast to make their own oral presentation interesting</li> <li>• Children can recognise the structure and language features of a non-chronological report</li> <li>• Children note information collected from reading more than one source and present it in the form of a non-chronological report</li> </ul>	<p><b>Curriculum links:</b></p> <p>Geography – Weather around the world</p> <p>ICT – Combining text and graphics</p> <p><b>Word structure and Spelling</b></p> <p>- Spell high and medium frequency words</p> <p>- Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words</p> <p>- Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules</p>
---	--	--

### **Phase 1: Reading; retrieving information; making notes (6 days)**

#### **Teaching content:**

- Compare a selection of fiction and non-fiction books on the same subject, for example animals and their food. Revise the differences between fiction and non-fiction by identifying common features and sorting into groups. Identify connectives of time, person or cause.
- Assemble several different sources of information on a particular subject including reference books and ICT sources. Use language of classification and secure the use of appropriate determiners.
- Demonstrate how to locate specific information using contents, index, headings, subheadings, page numbers. Demonstrate how to identify the main points in passages of text by underlining and then making a list. Contrast note-making with writing sentences.
- Demonstrate how to read and navigate an ICT text. Compare the way information is presented and identify different presentational devices. Compare the use of punctuation in ICT texts with paper-based texts.
- Retrieve information on a particular question, for example the diet of different animals, and make notes. Note any precise nouns or verbs and the sparse use of adjectives. Assign research questions to pairs of children who then work independently to read and make notes. Bring research findings together on one class chart. Make a list of new vocabulary.

### **Phase 2: Listening; analysis and oral presentation (4 days)**

#### **Teaching content:**

- Show an information programme on the subject being researched, for example animals' teeth and human teeth. Demonstrate how to note the main points during the programme.
- Watch another information programme together, for example on cleaning teeth and tooth decay. Identify the presentational features used to communicate the main points, the key sections and the transition between each section.
- Watch again and ask children to make notes on a specific question, for example How can you prevent tooth decay?
- Discuss the features of an oral presentation.
- Children work in groups of three to make an oral presentation on the subject using their notes. Include presentational or language features from the broadcast.

#### **Learning outcome:**

- Children can use clear language and presentational features observed on a broadcast to make their own oral presentation interesting.

### **Phase 4: Writing non-chronological reports (7 days)**

#### **Teaching content:**

- Demonstrate how to write a non-chronological report (see Grammar for writing, Ref: 0107/2000, Year 3 unit 9 <http://www.standards.dfes.gov.uk/primary/publications/literacy/63317/>). Use the opportunity to demonstrate sentence structure and punctuation, introducing connectives of reason and cause.
- Children write their own non-chronological report following the same structure.
- Children use the notes taken during their reading to write a further non-chronological report using a common structure, for example on animals and their food: describe the animal; what it eats; what type of teeth it has.
- Discuss the audience and purpose for the writing, for example as an alphabetically arranged reference text for the class library, and make decisions about the addition of pictures, diagrams. Prepare the reports for final presentation, improving sentence structure, punctuation and vocabulary choice as necessary.

#### **Learning outcome:**

- Children note information collected from reading more than one source and present it in the form of a non-chronological report.

**Learning outcomes:**

- Children can find a key word using an index and then locate the relevant information on a page.
- Children demonstrate that they have understood information read from a book or screen by noting the main points.

**Phase 3: Reading and analysing non-chronological reports (3 days)****Teaching content:**

- Read an example of a non-chronological report and identify its structure and features (title, set-up, content; introduction with general statements; paragraphs with more detailed descriptions of specific aspects; factual information).
- Assemble further examples of report texts, for example in encyclopaedias, and check for common features. Discuss use of pictures, diagrams, etc. to enhance the presentation of information.
- Identify the main points in a report, for example on teeth and eating, and note how the information is arranged into paragraphs. Identify and explore language features (present tense, third person).

**Learning outcome:**

- Children can recognise the structure and language features of a non-chronological report.

I have reordered the teaching sequences, with phase 2 is at the beginning to get the children enthused and to allow us to focus on the text / writing-based phases consecutively, and phases 1 and 3 have been partially combined.

Spelling: Children have weekly spellings for homework that they are tested on once a week

Guided reading: Children have a weekly 'guided reading' session.

Handwriting: Children have a weekly handwriting session