

Weekly literacy framework plan: Reports Unit 1

At the start of the 2nd 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.

Class: Year 3		Year: 2009/10		Term: Autumn 1		Wk 1 (7 th to 11 th Sep)		Teacher:	
Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary/Homework	Evaluation		
			LA	MA	HA				
1	Identify the main presentational features of an information broadcast (a weather forecast) Strands 2, 7, 8 and 9 NCR001	<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 http://news.bbc.co.uk/weather/ 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 yourself where they will research for expediency): They will need to research the five-day forecast for a country at http://www.bbc.co.uk/weather/world/country_guides/ by choosing a country, and then use this information to create a forecast map and give a forecast for 2 days (one day each). Children spend independent work session choosing a country and looking at the world political map to draw their country on large sugar paper and label the cities on their map that they are going to be forecasting the weather for. Can find weather symbols at http://upload.wikimedia.org/wikipedia/commons/f/fc/Weather-symbols.png</p>	MUST: know what an information broadcast is and where they are given	SHOULD: identify the key presentational features of an information broadcast and prepare the props for their own weather forecast	COULD: explain to their partner when their partner doesn't understand / know how to do something	Watch video of terrible weather forecaster at: http://www.youtube.com/watch?v=WDePgWBigA 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>	<p>Preparation and practice - use clear language and presentational features observed on a broadcast to make their own oral presentation (a weather forecast) interesting</p> <p>Strands 1, 2, 7, 8, 9 and 10</p> <p>NCR002</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"> • sayings e.g. 'raining cats and dogs' • advice e.g. bring your brolly, slap on the sun cream, hayfever sufferers stay indoors • personal stories e.g. I got soaked on my way in to work this morning • comparisons with other places e.g. unlike overcast London • interaction between the two presenters e.g. and over to John for tomorrow's forecast <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>	
<p>3</p>	<p>Give presentation to rest of the class - use clear language and presentational features observed on a broadcast to make their own oral presentation (a weather forecast) interesting</p> <p>Strands 1, 2, 7, 8, 9 and 10</p> <p>NCR003</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>Children can find a key word using an index and then locate the relevant information on a page</p> <p>Strand 7 NCR1004</p>	<p>Create a glossary to become familiar with new technical terms by looking up words in:</p> <ul style="list-style-type: none"> • dictionary • thesaurus • information books on weather <p>Model how to:</p> <ul style="list-style-type: none"> • 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 • use contents, index and glossary 	<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>Comprehension</p> <p>Children can recognise the structure and language features of a non-chronological report</p> <p>NCR1005</p>	<p>Read report introducing climate zones as a class. Highlight features of the text as a non-chronological report</p> <ul style="list-style-type: none"> • present tense • third person • subheadings • paragraphs on one sub-topic • technical vocabulary • informative diagrams • non-chronological (sections could be moved around and report would still make sense). <p>Answer any questions children have, particularly focusing on new technical terms like latitude, equator, poles etc. 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>Watch video at http://www.teachers.tv/video/2585 on different climate zones</p>	

Class: Year 3	Year: 2009/10	Term: Autumn 1	Wk 2 (14 th to 18 th Sep)	Teacher:
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Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary/Homework	Evaluation
			LA	MA	HA		
1	Children can recognise the structure and language features of non-fiction Strand 7 and 8 NCR006	Compare the different features of fiction and non-fiction, and the reasons for the differences, by comparing 2 books as a class. Explain independent work. Children have a selection of fiction books and non-fiction books on their table to compare (topic of books doesn't matter).	MUST: cut up list of features of texts e.g. diagram / no diagrams, and group them under the heading of non-fiction or fiction	SHOULD: describe how features of fiction and non-fiction books are different in full sentences	COULD: give specific examples of differences in fiction and attempt to explain why these differences exist e.g. a glossary to explain new technical words	Create table on IWB with headings 'fiction' and 'non-fiction'. Children come up and move features so that they are under the correct heading	
2	Comprehension Children can recognise the structure and language features of a non-chronological report NCR007	Read report on temperate climate zones as a class. Answer any questions children have, particularly focusing on new technical terms like latitude, equator, poles etc. Model how to answer in full sentences and explain need to do this in work.	MUST: answer questions requiring lower order thinking skills	SHOULD: answer questions requiring lower order, and some higher order thinking skills	COULD: answer questions requiring higher order thinking skills	In partners children come up with one question for each other based on the text and answer each other's questions	
3	Children note information collected from reading more than one source Children demonstrate that they have understood information read from a book or screen by noting the main points NCR008	Temperate climate. Model how to make notes. Note-taking techniques: <ul style="list-style-type: none"> • Only key words e.g. no connectives or determiners • Bullet points • Symbols e.g. + instead of and • Abbreviations e.g. temp. instead of temperature • Not best handwriting But you need to <i>make sure you will still understand the notes in a couple of weeks</i> time Explain how we are going to be taking and organising the notes and why. Each child will have five stapled together note-taking writing frames. Each page is to take notes on one of the following topics: <ul style="list-style-type: none"> • Temperature and rainfall • Location • People • Seasons • Plants and animals Children will make notes from the temperate climate report on the five pages above. During independent work children will have 7 minutes to make notes on each topic. I will tell them when each 7 minutes is up and <i>make sure</i> they all move on correctly	MUST: make notes about the climate	SHOULD: organise the notes so that related information is grouped together e.g. on temperature and rainfall	COULD: effectively use note-taking strategies and add some of their own knowledge / inferences to their notes	Have some deliberately wordy notes on the board. In partners children discuss how they could be improved. Come back together as a class and take suggestions.	

4	<p>Grammar</p> <p>Show relationships of time, reason and cause through subordination and connectives</p> <p>NCR009</p>	<p>Explain that a connective is a word that we use to join 2 different sentences together.</p> <p>Ask children to think of some connectives in partners and then take their ideas.</p> <p>Explain task: children will need to fill in missing connectives in sentence about the properties of different materials, then make up their own sentences about the properties of materials using different connectives.</p>	<p>MUST: fill in missing connectives in sentences</p>	<p>SHOULD: use and, but, so and because to join sentences</p>	<p>COULD: use a wider range of connectives to join sentences</p>	<p>In partners children read their sentences to each other, picking out the connectives and checking that the sentences make sense.</p>	
5	<p>Comprehension</p> <p>Children can recognise the structure and language features of a non-chronological report</p> <p>NCR010</p>	<p>Read report on desert climate zones.</p> <p>Answer any questions children have, particularly focusing on new technical terms e.g. arid, barren, extreme.</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>Children read each other's answers and discuss reasons for any differences.</p>	

Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary/Homework	Evaluation
			LA	MA	HA		
1	<p>Children note information collected from reading more than one source</p> <p>Children demonstrate that they have understood information read from a book or screen by noting the main points</p> <p>NCR011</p>	<p>Desert climate</p> <p>Revise how to make notes.</p> <p>Note-taking techniques:</p> <ul style="list-style-type: none"> • Only key words e.g. no connectives or determiners • Bullet points • Symbols e.g. + instead of and • Abbreviations e.g. temp. instead of temperature • Not best handwriting <p>But you need to <i>make sure you will still understand the notes in a couple of weeks</i> time</p> <p>Revise how we are going to be taking and organising the notes and why.</p> <p>Give each child their five note-taking writing frames they started already.</p> <p>Each page is to take notes on one of the following topics:</p> <ul style="list-style-type: none"> • Temperature and rainfall • Location • People • Seasons • Plants and animals <p>Children will make notes from the desert climate report on the five pages above</p> <p>During independent work children will have 7 minutes to make notes on each topic.</p> <p>I will tell them when each 7 minutes is up and <i>make sure</i> they all move on correctly</p>	MUST: make notes about the climate	SHOULD: organise the notes so that related information is grouped together e.g. on temperature and rainfall	COULD: effectively use note-taking strategies and add some of their own knowledge / inferences to their notes	In partners children look at each other's notes. Give each other two stars (things done well) and a wish (something to improve) regarding note-taking technique	
2	<p>Children note information collected from reading more than one source</p> <p>Children demonstrate that they have understood information read from a book or screen by noting the main points</p> <p>NCR012</p>	<p>Discuss why it is important to use more than one source for information.</p> <p>Use BBC CD Rom on weather around the world and BBC weather website.</p> <p>Model how to navigate these – compare this to using contents / index in paper books.</p> <p>Compare ICT and paper texts:</p> <ul style="list-style-type: none"> • Interactive – non-interactive • Non-linear – linear • Multimedia – words and pictures <p>Print off page from internet site and note how the now paper-based text is no longer interactive, non-linear etc.</p> <p>Watch short video on BBC CD ROM about desert climates</p> <p>Children add more notes about desert climates to their note-taking frames:</p> <p>In mixed ability pairs children read more about desert climates on the laptops at http://www.bbc.co.uk/weather/weatherwise/factfiles/basics/climate_dry.shtml and add to their notes</p>	MUST: realise that information can come from more than one source and make notes from the video and the website	SHOULD: realise that different sources of information have different features e.g. interactive and non-interactive, and make relevant and organised notes from the video and the website	COULD: understand why it is important to use more than one source to gather information and take a critical, questioning and comparative approach to information they are given, rather than just accepting it	Discuss if anyone found any conflicting information. What could we do to resolve this? (do further research in more different sources)	

3	<p>Comprehension</p> <p>Children can recognise the structure and language features of a non-chronological report</p> <p>NCR013</p>	<p>Read report on polar climate zones.</p> <p>Answer any questions children have, particularly focusing on new technical terms e.g. icecap, blizzard</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>	
4	<p>Grammar</p> <p>Use commas in a list</p> <p>Know the difference between an independent clause and a dependent clause</p> <p>Write complex sentences</p> <p>NCR014</p>	<p>HA can do LA work without listening to my model.</p> <p>Explain to LA how a list is structured – with commas between the items until before the last item when you use 'and' e.g. polar, tropical, temperate and desert.</p> <p>LA start work</p> <p>Explain to HA what a dependent clause (needs the other part of the sentence with it to make sense) and independent clause is (makes sense even without the other part of the sentence).</p> <p>In the examples I have given the dependent clauses begin with a connective</p>	<p>MUST: change lists with 'and' between each item to a list with commas and 'and' only before the last item</p>	<p>SHOULD: rearrange sentences with an independent clause, followed by a dependent clause so that the dependent clause comes first</p>	<p>COULD: create their own examples of lists / complex sentences</p>	<p>In partners children compare their answers to the independent work and discuss any differences in their answers</p>	
5	<p>Children note information collected from reading more than one source</p> <p>Children demonstrate that they have understood information read from a book or screen by noting the main points</p> <p>NCR015</p>	<p>Polar climate</p> <p>Revise how to make notes.</p> <p>Note-taking techniques:</p> <ul style="list-style-type: none"> • Only key words e.g. no connectives or determiners • Bullet points • Symbols e.g. + instead of and • Abbreviations e.g. temp. instead of temperature • Not best handwriting <p>But you need to <i>make sure you will still understand the notes in a couple of weeks</i> time</p> <p>Revise how we are going to be taking and organising the notes and why.</p> <p>Give each child their five note-taking writing frames they started already.</p> <p>Each page is to take notes on one of the following topics:</p> <ul style="list-style-type: none"> • Temperature and rainfall • Location • People • Seasons • Plants and animals <p>Children will make notes from the polar climate report on the five pages above</p> <p>During independent work children will have 7 minutes to make notes on each topic.</p> <p>I will tell them when each 7 minutes is up and <i>make sure</i> they all move on correctly</p>	<p>MUST: make notes about the climate</p>	<p>SHOULD: organise the notes so that related information is grouped together e.g. on temperature and rainfall</p>	<p>COULD: effectively use note-taking strategies and add some of their own knowledge / inferences to their notes</p>	<p>In partners children compare their note and discuss any differences in what they noted? Did one person think it was important and another didn't? Why was this?</p>	

Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary/Homework	Evaluation
			LA	MA	HA		
1	<p>Children note information collected from reading more than one source</p> <p>Children demonstrate that they have understood information read from a book or screen by noting the main points</p> <p>NCR016</p>	<p>Revise why it is important to use more than once source for information. Use BBC CD Rom on weather around the world and BBC weather website. Model how to navigate these – compare this to using contents / index in paper books. Revise differences in ICT and paper texts:</p> <ul style="list-style-type: none"> • Interactive – non-interactive • Non-linear – linear • Multimedia – words and pictures <p>Watch short video on BBC CD ROM about polar climates Children add more notes about polar climates to their note-taking frames: In mixed ability pairs children read more about polar climates on the laptops at http://www.bbc.co.uk/weather/weatherwise/factfiles/basics/climate_cold.shtml and add to their notes</p>	MUST: realise that information can come from more than one source and make notes from the video and the website	SHOULD: realise that different sources of information have different features e.g. interactive and non-interactive, and make relevant and organised notes from the video and the website	COULD: understand why it is important to use more than one source to gather information and take a critical, questioning and comparative approach to information they are given, rather than just accepting it	Discuss relative pros and cons of multimedia and paper books in partners, then make a table of them on the IWB.	
2	<p>Comprehension</p> <p>Children can recognise the structure and language features of a non-chronological report</p> <p>NCR017</p>	<p>Read report on tropical climate zones. Answer any questions children have, particularly focusing on new technical terms e.g. evaporation, tropics Model how to answer in full sentences and explain need to do this in work.</p>	MUST: answer questions requiring lower order thinking skills	SHOULD: answer questions requiring lower order, and some higher order thinking skills	COULD: answer questions requiring higher order thinking skills	Children read each other's answers and discuss reasons for any differences.	
3	<p>Children note information collected from reading more than one source</p> <p>Children demonstrate that they have understood information read from a book or screen by noting the main points</p> <p>NCR018</p>	<p>Tropical climate Revise how to make notes. Note-taking techniques:</p> <ul style="list-style-type: none"> • Only key words e.g. no connectives or determiners • Bullet points • Symbols e.g. + instead of and • Abbreviations e.g. temp. instead of temperature • Not best handwriting <p>But you need to <i>make sure you will still understand the notes in a couple of weeks time</i> Revise how we are going to be taking and organising the notes and why. Give each child their five note-taking writing frames they started already. Each page is to take notes on one of the</p>	MUST: make notes about the climate	SHOULD: organise the notes so that related information is grouped together e.g. on temperature and rainfall	COULD: effectively use note-taking strategies and add some of their own knowledge / inferences to their notes	Look in tropical climate report for any information on the other climate zones and add it to their notes in the right place	

		<p>following topics:</p> <ul style="list-style-type: none"> • Temperature and rainfall • Location • People • Seasons • Plants and animals <p>Children will make notes from the tropical climate report on the five pages above During independent work children will have 7 minutes to make notes on each topic. I will tell them when each 7 minutes is up and <i>make sure</i> they all move on correctly</p>				
4	<p>Grammar</p> <p>Use a range of punctuation</p> <p>NCR019</p>	<p>Explain when we use a question mark (at the end of a question) and an exclamation mark (to express surprise or give emphasis) Ask children in pairs to come up with examples of sentences that would end in a question mark, full stop or exclamation mark. Model the impact this punctuation has on how we read a sentence. Read through table of different types of punctuation: comma, apostrophe (contraction and possession), brackets, semi-colon and colon, and their uses.</p>	<p>MUST: fill in missing full stops, question marks and exclamation marks</p>	<p>SHOULD: fill in missing commas, apostrophes, brackets, semi-colon and colons</p>	<p>COULD: come up with their own sentences including with a variety of punctuation</p>	<p>In partners children read each other's answers and discuss any differences. Read each other's own examples and check if punctuation has been used correctly.</p>
5	<p>Children note information collected from reading more than one source</p> <p>Children demonstrate that they have understood information read from a book or screen by noting the main points</p> <p>NCR020</p>	<p>Revise why it is important to use more than one source for information. Use BBC CD Rom on weather around the world and BBC weather website. Model how to navigate these – compare this to using contents / index in paper books. Quickly revise differences in ICT and paper texts:</p> <ul style="list-style-type: none"> • Interactive – non-interactive • Non-linear – linear • Multimedia – words and pictures <p>Watch short video on BBC CD ROM about tropical climates Children add more notes about tropical climates to their note-taking frames: In mixed ability pairs children read more about tropical climates on the laptops at http://www.bbc.co.uk/weather/weatherwise/factfiles/basics/climate_tropical.shtml and add to their notes</p>	<p>MUST: realise that information can come from more than one source and make notes from the video and the website</p>	<p>SHOULD: realise that different sources of information have different features e.g. interactive and non-interactive, and make relevant and organised notes from the video and the website</p>	<p>COULD: understand why it is important to use more than one source to gather information and take a critical, questioning and comparative approach to information they are given, rather than just accepting it</p>	<p>Discuss if anyone found any conflicting information. What could we do to resolve this? Recap pros and cons of multimedia sources and books</p>

Class: Year 3	Year: 2009/10	Term: Autumn 1	Wk 5 (5 th to 9 th Oct)	Teacher:
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Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary/Homework	Evaluation
			LA	MA	HA		
1	<p>Grammar</p> <p>Construct sentences correctly</p> <p>Extend the range of vocabulary, connectives, openers and punctuation used</p> <p>NCR021</p>	<p>LA rewrite 3 paragraphs describing plastic, metal and fabric so that they stick to the following 3 rules:</p> <ul style="list-style-type: none"> • use a full stop and a capital letter every time you take a breath • don't start sentences with 'and', 'but', 'so' or 'because' • only use 'and', 'but' or 'so' once in each sentence <p>Up level 3 paragraphs through VCOP describing plastic, metal and fabric:</p> <ul style="list-style-type: none"> • V – use a thesaurus to replace simple word e.g. 'hot' • C – selecting from a range of connectives to join sentences • O – using connectives to open sentences e.g. 'Although' • P – adding a wider range of punctuation <p>Model how to change the first of the 3 paragraphs for each group.</p>	<p>MUST: rewrite a paragraph focusing on improving its sentence construction</p>	<p>SHOULD: rewrite a paragraph focusing on improving the range of vocabulary, connectives, openers and punctuation</p>	<p>COULD: enhance the paragraph by including their own knowledge</p>	<p>In partners children read each other's edited paragraphs and highlight any breaking of the sentence construction rules (for LA) and any VCOP improvements (for the HA)</p>	
2	<p>Present notes in the form of a non-chronological report</p> <p>NCR022</p>	<p>Read model report I have prepared on one aspect of climate zones – plants and animals. Focus particularly on introduction as children will not have seen this since the initial model report on 'introducing climate zones'</p> <p>Also focus on the conclusion.</p> <p>Draw attention to features of reports.</p> <p>Children given tick list of success criteria to stick in their books.</p> <p>Children to write report on rainfall and temperature in 2 climate zones.</p> <p>Children can choose which 2 climate zones they will write about.</p> <p>Once independent work begins I set structure of lesson as follows:</p> <ul style="list-style-type: none"> • 3 minutes to read their notes and choose which 2 climate zones they will write about • 10 mins on intro • 10 mins on one paragraph e.g. temperature and rainfall in the desert • 10 mins on another paragraph e.g. temperature and rainfall in the tropics • 7 mins on conclusion <p>Each section includes 1 or 2 minutes review time, in which children read their tick list, read their work again and think about how they could improve the next section.</p> <p>LA to have sheets with images and key vocab on temperate and desert climates and write a report using these, as they will not be able to write a report based on their notes</p>	<p>MUST: write a report with a title, subheadings, an introduction, middle and conclusion on a writing frame</p>	<p>SHOULD: write a report with a title, subheadings, an introduction, middle and conclusion without a writing frame</p>	<p>COULD: include a wider range of vocabulary, connectives, openers and punctuation</p>	<p>Children read the tick list of success criteria again and tick what they have included</p>	

3	Present notes in the form of a non-chronological report NCR023	Repeat structure from day before, but this time focusing on VCOP within the model report. Read a paragraph, and then ask children in partners to find as many examples of VCOP in that paragraph as they can. Also focus on any issues picked up in marking and briefly remind children of features of a report to include. Children to write report on the location of their 2 climate zones. Children can choose which 2 climate zones they will write about. When children sit down tell them to read the comments I made on their last piece of work. LA to have sheets with images and key vocab on polar and desert climates and write a report using these, as they will not be able to write a report based on their notes	MUST: write a report with a title, subheadings, an introduction, middle and conclusion on a writing frame	SHOULD: write a report with a title, subheadings, an introduction, middle and conclusion without a writing frame	COULD: include a wider range of vocabulary, connectives, openers and punctuation	Swap books and peer-assess each other's work against the success criteria. Give each other two stars and a wish.
4	Present notes in the form of a non-chronological report NCR024	Short model focusing on any issues picked up in marking and briefly reminding children of features to include. Children to write report on people in 2 climate zones. Children can choose which 2 climate zones they will write about. Less structured timings from me to encourage children to do this independently. LA to have sheets with images and key vocab on tropical and desert climates and write a report using these, as they will not be able to write a report based on their notes	MUST: write a report with a title, subheadings, an introduction, middle and conclusion on a writing frame	SHOULD: write a report with a title, subheadings, an introduction, middle and conclusion without a writing frame	COULD: include a wider range of vocabulary, connectives, openers and punctuation	Children read the tick list of success criteria again and tick what they have included
5	Present notes in the form of a non-chronological report NCR025	Again short model focusing on any issues picked up in marking and briefly reminding children of features to include. Children to write report on seasons in 2 climate zones. Children can choose which 2 climate zones they will write about. No timings from me to encourage children to do this independently. LA to have sheets with images and key vocab on tropical and polar climates and write a report using these, as they will not be able to write a report based on their notes	MUST: write a report with a title, subheadings, an introduction, middle and conclusion on a writing frame	SHOULD: write a report with a title, subheadings, an introduction, middle and conclusion without a writing frame	COULD: include a wider range of vocabulary, connectives, openers and punctuation	Children read the tick list of success criteria again and tick what they have included. Partner peer assesses their work. Discuss any differences in judgements.

Do a week of ICT at the end where children type up their reports as part of the ICT unit 'Combining Text and Graphics'.

Children who cannot access the comprehension texts because they are EAL or because of gaps in their phonic knowledge (low level 2bs or below this) should take part in a catch up reading scheme, such as ReadWriteInc. See Brooks (2007) by Googling 'Brooks, G. (2007) What works for pupils with literacy difficulties?' for a review of available programmes and their effectiveness.