

### Y4/3 – Non-chronological Report

<b>Language, Literacy &amp; Communication Skills</b>	<b>Language, Literacy &amp; Communication Activities/Resources</b>
<p><b>Oracy -</b>  <b>Skills</b> - identify key points and follow up ideas through question and comment, developing response to others in order to learn through talk            Communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener  <b>Range</b> - communicating for a range of purposes, e.g. <i>presenting information</i></p> <p><b>Reading –</b>  <b>Skills</b> - read in different ways for different purposes, Including:            • skimming, scanning and detailed reading            Retrieve and collate information and ideas from a range of sources including printed, visual, audio, media, ICT and drama in performance  <b>Range</b> - experiencing and responding to a wide range of texts that include:            • information, reference and other non-literary texts, including print, media, moving image and computer-based materials reading/viewing extracts and complete texts:            • with challenging subject matter that broadens perspectives and extends thinking, ,</p> <p><b>Writing –</b>  <b>Skills</b> - use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose            Use appropriate vocabulary and terminology to consider and evaluate their own work and that of others  <b>Range</b> – Write for a range of purposes</p>	<p><b>Activate prior knowledge</b> – where would you see/hear reports? - guide books, encyclopedia entries, information leaflets, magazine articles, school project, letter TV news report, radio etc. Film reports play an important role in informing people about current affairs e.g. Japanese earthquake and tsunami, Libyan conflict. (Newsround on CBBC).</p> <p><b>What is the purpose of a report?</b> Interest reader; communicate facts about a subject, to organize facts in a sensible way. This helps to inform their success criteria  <b>What do you have to consider when thinking about the audience?</b> Who will read it, how well do you know them (the need to be more or less formal)  <b>How is a report structured?</b> a title to interest the reader, first paragraph that tells what the report is about, clear layout and language, information organised in paragraphs or sections, paragraphs start with a topic sentence, perhaps picture or diagrams (with labels), closing sentence, to round off the report.  <b>Planning a report:</b> Employ the BOS (Brainstorm, Organise, Spidergram) approach            Show an example of a completed report            Provide a blank version of the spidergram used by the author            Ask the children to fill in the spidergram according to the structure of the completed report.            Allow them to discuss their ideas and to compare their versions with the author's.  <b>Guided writing</b>            Employ the BOS approach to write a class report about your school  <b>Writing a report:</b>            By using the method described above the children write independently a report on an animal of their choice. They provide evidence of their brainstorm and the resultant spidergram which was used to inform the final piece of writing.  <b>Evaluation:</b>            The children can present their reports to the peers who can provide feedback based on the success criteria determined earlier.</p>
<b>Information Communication Technology Skills</b>	<b>Information Communication Technology Activities/Resources</b>
<p><b>Year 3</b>  <b>Create and Communicate Information:</b>            Plan their work and Save, Edit &amp; Retrieve independently  <b>Find and Analyse Information</b>            Navigate a specific website using a web browser            Begin to understand that information stored on websites may not be accurate            Use a Favourites list set up by the teacher            Enter a URL (web address) into a browser            Know how to remain safe online            Plan their work and Save, Edit &amp; Retrieve independently  <b>Media:</b>            Plan their work and Save, Edit &amp; Retrieve independently            Record sounds and play them back            Locate sound files from a variety of sources to use in their work</p> <p><b>Year 4</b>  <b>Create and Communicate Information:</b>            Plan, create, Edit, Save &amp; Retrieve work independently            Discuss different ways in which information can be</p>	<p>How is a TV report different from a magazine article, for example? Use of other media e.g. video, sound            How does this impact on the audience?            Watch a film report            How is this similar to a written report?            How is this different from a written report?            What is required for a film report?            A narrator (reporter)            Sound – commentary, background music, sound effects            Need to gather information and resources. Safe use of internet. Encourage good file management, Need to consider veracity of the information. Need to consider copyright issues            Modelling an approach:            Allow the children to watch a film about an animal e.g. Great White Shark. Encourage them to make notes from the commentary. Carry out further research on the animal using books, the internet and other appropriate media.            In groups ask the children to prepare a script about a particular aspect of the animal e.g. Where it lives, what it</p>

<p>communicated  Edit and revise their work  Use images to illustrate their work  <b>Find and Analyse Information</b>  Plan, create, Edit, Save &amp; Retrieve work independently  Know that information stored on websites may not be accurate  Begin to use a moderated search engine to locate information to use in their work  <b>Media:</b>  Plan, create, Edit, Save &amp; Retrieve work independently  Record sounds and play them back  Locate sound files from a variety of sources to use in their work</p>	<p>eats, its appearance etc. These scripts are then recorded by the children ready to be incorporated into the film as the revised commentary.  Now import the animal film into an editing programme and mute the original commentary. The children's sound files can then be imported to appropriate points of the film to provide a new commentary. The class can then evaluate their joint effort before embarking in small groups on the production of their own films employing his method.</p>
<b>Developing Thinking Skills</b>	<b>Developing Thinking Activities/Resources</b>
<p><b>Thinking</b>  <u>Plan</u></p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Activating prior skills, knowledge and understanding</li> <li>• Gathering information</li> <li>• Determining the process/method and strategy</li> <li>• Determining success criteria</li> </ul> <p><b>Develop</b></p> <ul style="list-style-type: none"> <li>• Generating and developing ideas</li> <li>• Valuing errors and unexpected outcomes</li> <li>• Considering evidence, information and ideas</li> <li>• Forming opinions and making decisions</li> <li>• Monitoring progress</li> </ul> <p><b>Reflect</b></p> <ul style="list-style-type: none"> <li>• Reviewing outcomes and success criteria</li> <li>• Reviewing the process/method</li> <li>• Evaluating own learning and thinking</li> <li>• Linking and lateral thinking</li> </ul>	<p>Activating prior knowledge – What do we know about reports?  Gathering information – How can we collect information to research a topic for our report?  Determining success criteria – What makes a good report (written and filmed)?  What information are we going to include?  Use of the BOS approach.  Monitoring progress – How are we getting on? Are we on task? Do we need to modify our plan?  Evaluating own learning –against our success criteria.</p>
<b>Other Curriculum Area(s) Skills</b>	<b>Other Curriculum Area(s) Activities/Resources</b>
<p><b>Science:</b>  <b>Communication</b>  <b>Pupils should be given opportunities to:</b>  1. search for, access and select relevant scientific information, from a range of sources, including ICT  2. communicate clearly by speech, writing, drawings, diagrams, charts, tables, bar charts, line graphs, videos, and ICT packages, using relevant scientific vocabulary</p> <p><b>.Reflecting</b>  Pupils think about what they have done in order to consolidate learning and transfer skills, knowledge and understanding to other contexts by:  1. beginning to evaluate outcomes against success criteria  2. deciding whether the approach/method was successful  3. describing any amendments made to the planned approach/method  4. suggesting how the approach/method could have been improved  5. describing how they have learned and identifying the ways that worked the best  6. linking the learning to similar situations, within and outside school.</p>	<p>Use of information books and ICT to access relevant scientific information for the report  To evaluate the veracity of the information gathered  To consider any copyright issues</p>