

Woolly Mammoth Non-Chronological text - Year 3

Purpose: To inform

Audience: Year 3 children next year

Form: Non-chronological report

Reading comprehension

- develop positive attitudes to reading, and an 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
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination
- 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
  - identifying main ideas drawn from more than 1 paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

Writing Composition

- plan 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
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)
  - organising paragraphs around a theme
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Specific grammar objectives:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
- use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading
  - punctuate sentences correctly using capital letters and the correct demarcation at the end of the sentence.

Spelling objectives

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary

Speech and Language – Exploratory and Presentational Talk

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge

- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- 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, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Exploratory Talk    Presentational Talk    Parallel Writing    Process Writing    Product Writing

Day	Focus	Whole Class	Independent/Guided work	Plenary
1	<p>Focus: To label a woolly mammoth.            SC: I can label the mammoth with technical words.            I can add adjectives to describe the parts</p>	<p><i>Chn to have made a woolly mammoth at home prior to the lesson (during half term). This can hook them in to this literacy unit and the next one – instructional writing – How to wash a woolly mammoth.</i></p> <p>Share the following website with the children:  <a href="https://legacy.3d.si.edu/tour/woolly-mammoth">https://legacy.3d.si.edu/tour/woolly-mammoth</a></p> <p><b>What animal is this? How do you know? What do the children already know about woolly mammoths?</b></p> <p>Read the facts through together. <b>Which body parts are they referring too? What is technical vocabulary? Why might we need to use it in a non-chronological report?</b></p>	<p><b>Children to use the technical vocabulary they have gained to label a picture of a woolly mammoth.</b></p> <p>Ensure they have technical words e.g. tusks, trunk .</p> <p>Can they add in adjectives e.g. powerful trunk, tusks that are curved.</p> <p>SEN: To have a wordbank ready for them and arrows pointing to parts of the mammoth.</p>	<p>Children to turn their technical vocabulary in to sentences.</p> <p>e.g. Their trunk is powerful so they can carry heavy things.</p> <p>Their tusks are also their incisors which constantly grow.</p> <p>Explain that we are going to need to use this technical vocabulary in our non-chronological texts.</p> <p>Ensure there is a labelled mammoth on the working wall for children to refer back to.</p>

<p>2</p>	<p>Focus: To know the features of a non-chronological text. I can find the features. I know why these features are useful for the reader.</p>	<p>Show the children a non-chronological text about a sabre tooth tiger. <b>What is this text about? How do we know? (The title). Why is the title useful to the reader?</b></p> <p><b>How else do we know it is about a sabre tooth tiger (pictures – labelled, with captions). Why are these useful for the reader?</b></p> <p><b>What is the purpose of a non-chronological text (to find out information). What will we find out in this text? How do we know? (subheadings). Why are subheadings useful to the reader?</b></p> <p>Link back to yesterday’s learning. <b>Why is technical vocabulary needed (to be specific).</b> What examples can you find in the text?</p> <p><b>Why is there an introduction to this text? Why does the writer put it in for the reader?</b></p> <p>Explain that these things are the features of a non-chronological report. In their writing, they will use these features to make the text clear for the reader and to inform them.</p>	<p>Give children another text about an animal.</p> <p>Can they spot the features together in a pair?</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Introduction</li> <li>• Subheadings</li> <li>• Technical vocabulary</li> <li>• Pictures with captions</li> </ul>	<p>Discuss the features they have found, can they give any examples. Why they are useful to the reader.</p> <p>Are there any misconceptions?</p>
<p>3</p>	<p>Focus: To research information about a woolly mammoth I can generate subheadings to help me find information. I can search for information using keywords. I can write down the information in notes.</p>	<p>Re-cap the features of a non-chronological report.</p> <p><b>What might people want to know about a woolly mammoth? How could we formulate questions as subheadings? How can we use these questions to search for information on the internet?</b></p> <p>Show children how to search effectively for information on the internet. Which websites are reliable? Which ones may not be?</p> <p>When we have found the information we are looking for, how do we write it down in notes? Why do we do this?</p> <p>Do the first question (subheading) together. Model writing in notes.</p>	<p>Children to work in partners/small groups to research information needed. If short on time, divide subheadings between groups and then share information at the end.</p> <p>Stop every now and then to record information that has been found so far. Has it been written in notes?</p>	<p>How would we turn these notes in to sentences? Model how to do it with one of the notes.</p> <p><b>Children practice with partners to come up with verbal sentences they could use in their writing and share them with the class.</b></p>

4	<p>Focus: To use the past tense. I can identify when a sentence has been written in the past tense. I can state the difference between the simple past and the past progressive tense I can write a sentence in the simple past I can write a sentence in the past progressive tense</p>	<p><b>What is the tense when referring to a piece of writing?</b> Do the children understand the difference between past AND present Y1: <i>Past and present tense are consistent</i> Y2: <i>Past simple, Past progressive</i></p> <p><i>This knowledge should be secure from y2 but due to low writing levels, there is a possibility it is not yet secure.</i></p> <p><a href="https://www.youtube.com/watch?v=hEewTw_xi2c">https://www.youtube.com/watch?v=hEewTw_xi2c</a> Play this song to introduce simple past.</p> <p><a href="https://www.youtube.com/watch?v=fhSXkoawQAA">https://www.youtube.com/watch?v=fhSXkoawQAA</a> Play the first part of this song to introduce past progressive. They were + verb</p> <p>Explain that normally, non-chronological reports are written in the present tense. <b>Why might one about woolly mammoth's use some past tense?</b></p> <p>Look at subheadings created last lesson. What verbs may be needed?</p>	<p>Using their notes from yesterday, can the children write some sentences using the simple past and past progressive tense? Allow them to work in mixed ability pairs.</p> <p>She was uncovered in 2010.</p> <p>It was estimated that she was between 6 and 9 years old when she died.</p> <p>Extra fat was stored in a hump on their heads to help them survive in the extreme winters.</p> <p>Woolly mammoths survived on Earth for 250,000 years</p> <p>They lived during the ice age, when it was very cold.</p>	<p>Children to share their sentences. Can the other children identify whether it is a simple past or past progressive tense sentence?</p> <p>Tch/TA to scribe ideas on flip chart paper for working wall so these could be used in their piece of writing.</p>
5	<p>Focus: To plan a non-chronological report (boxing up grid) I know who the audience of my text will be I know what effect I want it to have on the reader. I can suggest the ingredients of the text to ensure this. I can include vocabulary to support me in writing this.</p>	<p>Discuss with chn again the outcome of this unit. <b>Who will we be writing this non-chronological text for?</b></p> <p><b>Why do people read non-chronological reports?</b> (To learn new things).</p> <p><b>How can we ensure as a writer that our reader learns new things?</b> Think back to the features of a non-chronological text from a previous lesson. These will form the ingredients of our non-chronological text.</p> <p>If we need technical vocabulary, <b>what technical vocabulary do we have already?</b> Refer back to lesson 1.</p>	<p>Together with the children, fill in the boxing up grid.</p> <p>Higher ability chn to do this independently.</p> <p>Middle ability to do in pairs.</p> <p>SEN to work in a group with an adult.</p>	<p>Peer assessment – does someone else's plan include all the relevant information that is needed?</p>
6	<p>Focus: To plan a non-chronological report (Sue Palmer Skeleton) I can use the large circle for the title.</p>	<p>Refer back to the list of features for a non-chronological report. <b>What would be an appropriate title for our text?</b></p>	<p>Chn to create their own Sue Palmer skeleton.</p>	<p>Extended plenary: <b>Choose one of the spiders legs. Can they write about</b></p>

	<p>I can use the smaller circles for the subheadings. I can use my research to write about three things per subheading</p>	<p><b>What did we ask for our research? Could we use these as subheadings? Where would they go on the skeleton?</b></p> <p>Discuss the parts coming off from the centre. We need to write about three key things per subheading. What things will we write about?</p>	<p>SEN/LAP to have two spiders. MAP/HAP to have three spiders.</p>	<p>one of the legs? Can they make it interesting using technical vocabulary? Can they add conjunctions in to extend their ideas (used in last unit – setting description).</p> <p>Children to share their writing with the class.</p>
7	<p>Focus: To write a non-chronological report. Use generated SC from boxing up grid.</p>	<p>Chn to remind each other of the features of a non-chronological report. What are we expecting to see?</p> <p>Model writing an introduction. Which resources are you using to help you? Remind chn to make use of these when writing their NCR.</p> <p>Model editing the writing. What do you do if it doesn't make sense?</p> <p>Model writing the first paragraph. Remind chn of the resources available to them from previous lessons.</p>	<p>SEN: To work with TA. Practise saying the sentence out loud and then writing it down. Look at memory strategies. Counting words in a sentence on their fingers. Use of sound buttons. Use of ipads to record sentence.</p> <p>TCH: Focus group based on levels.</p> <p>Chn to write their introduction and then stop. To edit their work by reading out loud firstly to themselves and then to their peer.</p> <p>Does it make sense? Does anything need changing?</p> <p>Refer back to your box up success criteria and plans – are you being successful?</p> <p>Chn to then continue by writing their first paragraph. Stop, read it out loud to themselves and then to their peer.</p>	<p>Peer assessment – read your partners work and check against the box it up and the Sue Palmer skeleton. Have they included the vocabulary from their plan?</p>

			<p>Does it make sense? Does anything need changing?</p> <p>Refer back to your box up success criteria and plans – are you being successful?</p>	
8	<p>Focus: To write a non-chronological report. Use generated SC from boxing up grid.</p>	<p>Re-read your writing from yesterday. <b>What could be improved or made better?</b></p> <p><b>Model the next paragraph.</b> Which resources are you using? How are you checking that it is having the impact on the reader that you want it to?</p>	<p>SEN: To work with TA. Practise saying the sentence out loud and then writing it down. Look at memory strategies. Counting words in a sentence on their fingers. Use of sound buttons. Use of ipads to record sentence.</p> <p>TCH: Focus group based on levels.</p> <p>Chn to check their writing with a peer. Could anything be improved or made better so far?</p> <p>Chn to then write next paragraph as yesterday. Stop every now and then to edit what they have so far.</p>	<p>Peer assessment – read your partners work and check against the box it up and the Sue Palmer skeleton. Have they included the vocabulary from their plan?</p>
9	<p>Focus: To share my work with an adult. I can show how I have met the success criteria. I can talk through my writing decisions.</p>	<p>Explain that the lesson will focus on the writer's choices. All chn should be able to show how they have met the success criteria.</p> <p>When this has been done, tch to talk through choices made with the child and see how successful they have been. Is there anything that can be improved? Do it there and then.</p>	<p>Chn to highlight in different colours where they have met the ingredients list.</p> <p>Whilst waiting for an adult to discuss their work, they need to practice handwriting for publishing.</p>	<p>Chn to share two things they are proud of in their work. It may be sentences, vocabulary choice etc.</p>
10	<p>Focus: To publish my writing SC: Included edited points, neat joined handwriting</p>	<p>Remind chn who the audience is for this piece of work. Explain that the chn next year will need to do the same for the chn in the year below. <b>What standard should they set? What makes it easier for the reader?</b></p>	<p>Chn to publish their writing using neat, cursive handwriting, edited points included.</p>	<p>Share these with each other. Can they be understood by peers? Will they be good enough for chn in y2?</p>

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