



Christ the King Catholic Voluntary Academy

English Unit Plan: Non-chronological reports - Victorian schools

	NC Objectives	Text type: Non-chronological report	Start Date:
<p>Prior Learning: <u>Previous years</u> *Sequences of sentences to write non-fiction texts. *Use words and phrases to communicate meaning in a series of simple statements based on their own ideas</p> <p><u>This year</u> Able to write about real events, recording these simply and clearly</p> <p><u>Grammar to be taught during this unit:</u></p> <p>Capital letters Full stops Plurals Conjunctions (and, so, but, because, when or) Subordinating conjunctions (When, if, or, that, but, because)</p>	<p>*To write effectively and coherently about real events, recording these simply and clearly. *To write for different purposes *To develop stamina in writing *To make simple additions, revisions and proofreading corrections in their own writing</p> <p><u>Common errors and possible misconceptions:</u></p> <ul style="list-style-type: none"> • Writing as a continuous text rather than in paragraphs with subheadings. • Using the correct tense. 	<p style="text-align: center;">QFLs + foci + Resources</p> <p>Lesson 1: QFL: Can I recognise a non-chronological report? Learning focus: To recognise the features of a non-chronological report text. Resources: Copy of a non-fiction book and a copy of the text 'Going to school in Victorian times'.</p> <p>Lesson 2: Cold write - QFL: Can I write a non-chronological report about Victorian schools? Learning focus: To complete a piece of writing unaided. Resources: Books and pencils, cold write stickers.</p> <p>Lesson 3: Read as a reader QFL: Can I find information within a text? Learning focus: Comprehension task familiarising them with the importance of looking for key words and how the headings can help to navigate the text. Resources: Questions sheets.</p> <p>Lesson 4: Read as a writer QFL: Can I create a text map of the Victorian Schools text? Learning focus: To create a visual text map for a non-chronological report. To remind them of the toolkit /features of a non-chron report. Resources: Tracing paper</p> <p>Lesson 5: QFL: Can I recognise what makes a good non-chronological report? Learning focus: Past verses present tense and when to use them, what elements make an effective non-chron, vocab. Resources: Copy of the text 'Going to school in Victorian times', Marvellous Mars text.</p> <p>Lesson 6: QFL: Can I innovate the plan to write about my school? Learning focus: Plan their own non-chronological report about CTK school. Encourage them to innovate the subheadings with something similar e.g. slates - white boards Resources: Box plan.</p> <p>Lesson 7: Hot write - QFL: Can I write a non-chronological report about my school? Learning focus: Share write the introduction Resources: Box plan</p> <p>Lesson 8: Hot write - QFL: Can I write a non-chronological report about my school? Learning focus: Continue to write their own non-chronological report. Resources: Box plan</p> <p>Lesson 9: Hot write - QFL: Can I finish my non-chronological report? Learning focus: Continue to write their own non-chronological report. Resources: Box plan</p>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Non-Chronological report • Logical sequence • Order • Text • Title • Subheading • Paragraph <p><u>Success criteria for Hot write</u></p> <ul style="list-style-type: none"> • Capital letters • Full stops • Finger spaces • Exclamation marks • Paragraphing with subheadings (not in curriculum)

Lesson 10: Edit QFL: can I edit and improve my writing?

Learning focus: Proofread, peer proofread, revise

Resources:

Non-negotiables:

Capital letters

Full stops

Finger spaces

Paragraphing with subheadings

*but good
time to use)*

- Commas in a list
- Past / Present tense