

KS3 English -Discussion texts - Climate Change

<p>Subject curriculum intent:</p>	<p>Students should use speaking and listening skills to discuss the key facts and elements of the text ; and to use role play / hot seating to quiz the expert. Students should use reading skills to identify features that writers use to provoke readers' reactions (language and structure, e.g. descriptive language). Students should use writing skills to create and shape their own texts, to write texts linked to a theme; to organise information following a n information or discussion structures; and to develop understanding of spelling, punctuation and grammar.</p> <p>Reasoning - Children will explain facts about different subjects and identify differences and similarities Evaluation - Children will express their own views and preferences against agreed criteria to evaluate their own work and the work of others. Empathy - Writing, reading and listening to stories will help children to understand what others might be thinking or feeling in a particular situation. Social skills - When working collaboratively, children will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts. Communication - Children will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT when appropriate</p>								
<p>Intent for this topic:</p>	<p>Students will revisit and build upon skills and knowledge developed in studying non fiction texts in previous years. In this unit pupils will learn how to write discussion texts. They will develop or build upon their understanding of the difference between fiction and non fiction texts. They will look at discussion texts on hot topics and learn to write one on subjects that they learn about this half term. Students will use this knowledge to develop appropriate skills to think and reflect and communicate ideas in their reading, watching and listening and produce texts that inform and engage the reader. Students will learn how to plan, write, edit and proofread their own information or discussion text related to climate change.</p> <p><u>Key Features of Text Type</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Audience</td> <td>Someone interested or involved in the topic under discussion</td> </tr> <tr> <td>Purpose</td> <td>To present a reasoned and balanced view of an issue</td> </tr> <tr> <td>Structure</td> <td>Opening/Intro, stating what is being discussed and why; chunks of info in logical order (one side of argument then other side or both side of each point) poss incl. subheadings, images etc; paragraphs with topic sentence headings; ending incl wow fact.</td> </tr> <tr> <td>Language Features</td> <td>Sentence signposts to guide reader through the discussion e.g. the first reason, on one hand, on the other hand, many people believe.. In conclusion, Looking at both sides.... subj specific / technical vocabulary; third person and generally present tense; formal; detail and description.</td> </tr> </table> <p><u>Suggested Texts:</u> Usborne Climate Change for Beginners, Planet rescue by Patrick George</p>	Audience	Someone interested or involved in the topic under discussion	Purpose	To present a reasoned and balanced view of an issue	Structure	Opening/Intro, stating what is being discussed and why; chunks of info in logical order (one side of argument then other side or both side of each point) poss incl. subheadings, images etc; paragraphs with topic sentence headings; ending incl wow fact.	Language Features	Sentence signposts to guide reader through the discussion e.g. the first reason, on one hand, on the other hand, many people believe.. In conclusion, Looking at both sides.... subj specific / technical vocabulary; third person and generally present tense; formal; detail and description.
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<p>Key vocabulary taught within this topic:</p>	<p>Vocabulary revisited: Non -fiction, information, introduction, conclusion, hook, describe, setting, verb, adverb, adjective, simile, noun, pronoun, dialogue, language, structure</p> <p>Topic specific vocabulary: Additionally, furthermore, also, moreover, however, on the other hand, sequence,</p> <p>Generalisers - most, many, all, a few, the vast majority, usually, occasionally</p> <p>Adverbs - amazingly, intriguingly, surprisingly, interestingly Comparisons - is similar to, unlike, identical to, related to, in the same way</p>								
<p>Links to other subjects:</p>	<p>History -Changing landscapes Science- Living things and their environments Geography - Extreme weather Drama - Role play and hot seating activities PSHE - <i>The United Convention on the rights of the world - realising rights</i> ICT - Researching information about topics, drafting, editing and presenting written work.</p> <p>British values / Spiritual, Moral, Social and Cultural Development</p> <p>RRS Articles: This unit of work is linked to Articles 17 & 24 of the UN Convention on the Rights of the Child. Article 17 Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children. Article 24 Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries will help poorer countries achieve this.</p>								

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-2	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	<p>Cold Task / Have a Go Task on a familiar subject</p> <p>Use an interesting stimulus/ starting point with minimal teaching and students to write an discussion or informal text on a climate related issue</p> <p>Immersion - explore a range of information and discussion texts</p> <p>Tuning into the subject - identify technical language and definitions - matching games</p> <p>Signposts & generalisers - join two short sentences with different conjunctions, add on extra facts using additionally, moreover, furthermore etc, select the correct generaliser the majority, most, some etc</p> <p>Power of 3 - use 3 phrases or words to describe.</p> <p>Role play - interview an expert on chosen subject</p> <p>Introduce model information text- story map and learn text.</p> <p>Box up model text, sequence the text -</p> <p>-Intro /what it is - hook in the reader - power of 3</p> <p>-Sequence information what it is, why it is a problem and what we can do to help .</p> <p>Link info together, language of comparison, language of description</p> <p>-Conclusion/important fact/ warning</p> <p>Use Narrative Therapy & Colourful Semantics to learn model text</p>
Wks 3-4	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	<p>Students identify and arrange key features of an information or discussion text</p> <p>Students explore structure of an information or discussion text</p> <p>Use word bank and structure of original text</p> <p>Use mind map to generate and record different ideas.</p> <p>Box up text - Intro / what it is, why it is a problem and what we can do to help</p> <p>Conclusion/important or amazing fact/ warning</p> <p>Students begin to describe new problems and solutions</p> <p>Use Narrative Therapy & Colourful Semantics to revise model text</p> <p>Play alternative word games eg big - large, huge, enormous etc</p> <p>Shared writing to improve text</p> <p>Use Narrative Therapy & Colourful Semantics to innovate model text</p>
Wks 5-6	Invention / Independent application	Students create original texts as independently as possible	<p>Students use structure of an information or discussion text</p> <p>Use word bank and structure of original text</p> <p>Use mind map to generate and record different ideas.</p> <p>Students plan, review, edit and revise their writing</p> <p>Box up text - Intro / what it is, why it is a problem and what we can do to help,</p> <p>Conclusion/important or amazing fact/ warning</p> <p>Students to plan information, present it logically and box it up</p> <p>Students to hook the reader with interesting fact</p> <p>Students to use topic sentences with headers to guide reader, linking information</p> <p>Students use generalisers and language of comparison.</p> <p>Students vary sentence length for emphasis.</p> <p>Students use technical language and descriptive language</p> <p>Use Narrative Therapy & Colourful Semantics to create new text</p> <p>Hot Task / Show us what you have learnt -</p> <p>An independent task on a similar type of writing</p> <p>Use Narrative Therapy & Colourful Semantics to plan new text</p>

	B2 P4-6	B2 P7-8	B2 Step 1	B2 Step 2	B2 Step 3
Key Learning Theme: Information / Discussion Texts					
<p><u>Speaking and Listening</u></p> <p><u>Subject specific knowledge</u></p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately.</p>	<p><u>Students know</u> some key ideas and concepts used to communicate information.</p> <p><u>Students know</u> the key element in questions about an information text e.g. 'What is the text about?'</p> <p><u>Students know</u> how to respond to requests and instructions containing at least two key words, signs or symbols.</p> <p><u>Students know</u> how to initiate and maintain short and simple conversations about a subject.</p> <p><u>Students know</u> how to take turns and to listen to others in conversations and in role play.</p> <p><u>Students know</u> how to repeat, copy and imitate between 10 and 50 single words.</p> <p><u>Students know</u> at least 50 words, including the names of familiar objects.</p>	<p><u>Students know</u> up to four key words, signs or symbols to communicate key information.</p> <p><u>Students know</u> that events and experiences happen in the present, past and future.</p> <p><u>Students know</u> the importance of turn-taking, listening to /watching others and how to speak/ act in role play with confidence.</p> <p><u>Students know</u> conjunctions that communicate cause to link ideas e.g. because & so.</p> <p><u>Students know</u> how to form regular plurals.</p>	<p><u>Students know</u> the key vocabulary to share information about a specific subject.</p> <p><u>Students know</u> the vocabulary to talk about a specific subject e.g. climate change</p> <p><u>Students know</u> how to gain, maintain and monitor the interest of the listener when retelling a story.</p> <p><u>Students know</u> how to add detail to extend their ideas.</p>	<p><u>Students know</u> a range of descriptive words that can be used to add detail and interest.</p> <p><u>Students know</u> how to complete the last phrase of a key sentence.</p> <p><u>Students know</u> the main elements of an information or discussion text.</p> <p><u>Students know</u> that information or discussion texts have different sections.</p> <p><u>Students know</u> an expanding vocabulary.</p>	<p><u>Students know</u> the main themes of non fiction texts.</p> <p><u>Students know</u> some of the differences between written and spoken English and are beginning to be aware when Standard English is used .</p>
<p><u>Speaking and Listening</u></p> <p><u>Subject specific skills</u></p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately.</p>	<p><u>Students are able to</u> respond appropriately to questions about familiar or immediate events or experiences.</p> <p><u>Students are able to</u> combine two key ideas and concepts. They are able to combine single words, signs or symbols to communicate meaning and create desired impact on listeners.</p>	<p><u>Students are able to</u> initiate and maintain short conversations.</p> <p><u>Students are able to</u> use phrases with up to three key words, signs or symbols to communicate.</p> <p><u>Students are able to</u> attend to and respond to questions from adults and their peers</p>	<p><u>Students are able to</u> use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p><u>Students are able to</u> extend their vocabulary, exploring the meanings and sounds of new words</p> <p><u>Students are able to</u> interpret a text by reading</p>	<p><u>Students are able to</u> explain ideas and processes using imaginative, technical and adventurous vocabulary and non-verbal gestures to support communication.</p> <p><u>Students are able to</u> listen to others' recounts of their experiences, responding appropriately.</p>	<p><u>Students are able to</u> explain a process or sequence of events, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively.</p> <p><u>Students are able to</u> recount an event in the past which has been notable.</p>

	<p><u>Students are able to</u> respond appropriately to questions about a specific subject</p> <p><u>Students are able to</u> follow requests and instructions containing at least two key words, signs or symbols.</p> <p><u>Students are able to</u> initiate and maintain short and simple conversations about specific subjects and experiences e.g. experiencing a thunderstorm etc</p> <p><u>Students are able to</u> take turns and to listen to others in conversations about a specific subject or experience.</p>	<p>about experiences and specific subjects.</p> <p><u>Students are able to</u> communicate ideas about present, past and future events and experiences, using simple phrases and statements.</p> <p><u>Students are able to</u> link ideas using conjunctions that communicate cause e.g. because & so.</p> <p><u>Students are able to</u> use regular plurals correctly.</p> <p><u>Students are able to</u> take part in role play with confidence.</p> <p><u>Students are able to</u> link up to four key words, signs or symbols to communicate about specific subjects and experiences in a group or one-to-one.</p> <p><u>Students are able to</u> select and use specific vocabulary related to a chose subject to convey desired meaning to the listener.</p> <p><u>Students are able to</u> take turns, listen and watch others and speak/ act in role play with confidence.</p>	<p>aloud with some variety in pace and emphasis</p> <p><u>Students are able to</u> select a range of vocabulary to share information on a specific subject in their own words.</p> <p><u>Students are able to</u> talk about matters of immediate interest relating to a specific subject e.g. the weather, extreme heat etc.</p> <p><u>Students are able to</u> convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas and descriptions to provide some detail e.g. about the specific location or appearance of volcanoes etc</p> <p><u>Students are able to</u> listen to and follow what others say and usually respond appropriately.</p> <p><u>Students are able to</u> effectively convey meaning by gaining, maintaining and monitoring the interest of the listener.</p> <p><u>Students are able to</u> speak clearly and audibly to convey meaning to a range of listeners.</p>	<p><u>Students are able to</u> talk to another person about a non-fiction topic.</p> <p><u>Students are able to</u> tell main facts to others in a group</p> <p><u>Students are able to</u> vary volume, change tone or accent to maintain engagement of the audience when sharing information.</p> <p><u>Students are able to</u> begin to show confidence in talking and listening, discussing facts, preferences and opinions.</p> <p><u>Students are able to</u> work constructively with others and respond to a peer's contribution in discussing or planning an information text</p> <p><u>Students are able to</u> speak clearly and use an expanding bank of vocabulary.</p> <p><u>Students are able to</u> retell the key elements from an information or discussion text..</p>	<p><u>Students are able to</u> retell an event in an engaging and confident way.</p> <p><u>Students are able to</u> use talk to organise roles and action.</p> <p><u>Students are able to</u> actively include and respond to all members of the group.</p> <p><u>Students are able to</u> develop ideas through discussion with a group, responding to what they have read/heard with others and listening to the opinions of others.</p> <p><u>Students are able to</u> listen and respond by communicating ideas, expressing themselves confidently.</p> <p><u>Students are able to</u> use relevant comments and questions to show they have listened to or read a text carefully.</p> <p><u>Students are able to</u> face the camera or audience, keep head raised, use facial expressions and appropriate gestures when sharing a text with others.</p> <p><u>Students are able to</u> take an active role in role play.</p>
<p><u>Suggested teaching activities</u> <u>How should I teach this?</u></p> <p>Spoken language/ speaking and listening.</p>	<ul style="list-style-type: none"> • Hot seat experts on a subject • Role play experiencing extreme weather events <ul style="list-style-type: none"> ➢ Work collaboratively ➢ Create short news clips or National Geographic style broadcasts ➢ Perform and peer assess <p>Soundscape - Use ICT skills to create a poster re the dangers of climate change</p>				

<p>How to communicate ideas effectively. How to respond to others appropriately.</p>					
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<p>Reading</p> <p>Subject specific knowledge</p> <p><u>What do pupils need to know?</u></p> <p>How to infer. How to understand how language is used. How to understand how structure is used How to compare.</p>	<p><u>Students know</u> a few words, symbols or pictures about a specific subject that have become familiar to them.</p> <p><u>Students know</u> some objects and their pictorial or symbolic representations.</p> <p><u>Students know</u> how to express their curiosity about specific subjects at a simple level.</p> <p><u>Students know</u> a small number of words or symbols linked to the vocabulary of information texts / specific subjects.</p> <p><u>Students know</u> some letters and short words related to a specific subject.</p>	<p><u>Students know</u> some key elements of a non fiction text e.g. when the adult stops reading, students fill in the missing word.</p> <p><u>Students know</u> the difference between print or symbols and pictures in an information text.</p> <p><u>Students know</u> the difference between main text and headings and captions in an information text.</p> <p><u>Students know</u> the conventions of reading e.g that texts flow from left to right and from top to bottom</p> <p><u>Students know</u> that the text under a photo, picture or diagram is an explanation / caption relating to the image.</p> <p><u>Students know</u> 50% of the letters of the alphabet by shape, name or sound.</p>	<p><u>Students know</u> some familiar words in a non fiction text</p> <p><u>Students know</u> that information texts are non-fiction and the different purposes for reading them.</p> <p>With some support, <u>students know</u> graphemes and their corresponding phoneme.</p> <p>With some support, <u>students know</u> some common exception words.</p> <p><u>Students know</u> the vocabulary needed to express what they find interesting when reading a non-fiction text.</p> <p><u>Students know</u> how to identify full stops and other forms of punctuation in an information text.</p> <p><u>Students know</u> an increasing number of familiar high frequency words.</p>	<p><u>Students know</u> a range of punctuation e.g. full stops, commas, question and exclamation marks, inverted commas etc</p> <p><u>Students know</u> how a discussion or information text is set out.</p> <p><u>Students know</u> new vocabulary related to the new topic.</p> <p><u>Students know</u> that they can use a dictionary to check spelling or meaning of a word.</p> <p><u>Students know</u> the position of a letter in alphabet i.e. beginning, middle or end.</p> <p><u>Students know</u> how words are organised in a dictionary.</p> <p><u>Students know</u> how to tackle unfamiliar words that are not completely decodable.</p>	<p><u>Students know</u> the key themes and features of a non-fiction text.</p> <p><u>Students know</u> some conventions of information texts.</p> <p><u>Students know</u> the basic structure of information texts.</p> <p><u>Students know</u> how to group items into paragraphs,.</p> <p><u>Students know</u> when the text isn't making sense</p> <p><u>Students know</u> that words are listed in a dictionary in alphabetical order</p> <p><u>Students know</u> different types of punctuation used in non-fiction texts.</p> <p><u>Students know</u> and read high and medium frequency words independently and automatically.</p>
<p>Reading</p> <p>Subject specific skills</p> <p><u>What do pupils need to be able to do?</u></p> <p>How to infer. How to understand how language is used.</p>	<p><u>Students are able</u> to listen and respond to familiar texts about specific subjects.</p> <p><u>Students are able</u> to look at non-fiction texts about specific subjects that they display interest in.</p> <p><u>Students are able</u> to use a few familiar words, symbols</p>	<p><u>Students are able</u> to join in a discussion about a non-fiction text / specific subject.</p> <p><u>Students are able</u> to sequence 3 pictures and use them to re-tell information about a specific subject.</p>	<p><u>Students are able</u> to find specific information in simple texts, eg what it is about, where, when...</p> <p><u>Students are able</u> to recognise the main elements that shape a non-fiction text.</p>	<p><u>Students are able</u> to explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.</p> <p><u>Students are able</u> to explain their reactions to texts, commenting on important aspects.</p>	<p><u>Students are able</u> to identify how different non-fiction texts are organized, including reference texts, magazines and leaflets, on paper and on screen.</p> <p><u>Students are able</u> to identify features that writers use to provoke readers' reactions.</p>

<p>How to understand how structure is used</p> <p>How to compare.</p>	<p>or pictures to derive meaning from an information text.</p> <p><u>Students are able</u> to match objects to their pictorial or symbolic representations.</p> <p><u>Students are able</u> to ask and answer basic two key word questions about a non-fiction text / specific subject.</p> <p><u>Students are able</u> to select and recognise/ read a small number of words or symbols linked to the vocabulary about a specific subject that they are familiar with.</p> <p><u>Students are able</u> to match letters and short words related to a specific subject.</p>	<p><u>Students are able</u> to show an interest in the activity of reading an information text.</p> <p><u>Students are able</u> to apply the conventions of reading, following the text left to right, top to bottom and page following page.</p> <p><u>Students are able</u> to recognise or read an increasing repertoire of familiar words or symbols related to specific subjects/ a non-fiction text.</p> <p><u>Students are able</u> to display interest in extracting facts from a non-fiction text.</p> <p><u>Students are able</u> to predict elements of a familiar non-fiction text e.g. when the reader pauses, students fill in the missing word.</p> <p><u>Students are able</u> to extract information from words, symbols and pictures that convey meaning within a non-fiction text</p>	<p><u>Students are able</u> to recognise familiar words used in non-fiction texts.</p> <p><u>Students are able</u> to re-tell key facts from a non-fiction text to a peer.</p> <p><u>Students are able</u> to use their phonic knowledge to read words and establish meaning when reading aloud.</p> <p>With some support, <u>students are able</u> to use their knowledge of common exception words to read words and establish meaning when reading aloud.</p> <p><u>Students are able</u> to select the vocabulary needed to express what they find interesting when reading a non-fiction text.</p> <p><u>Students are able</u> to show some awareness of how different forms of punctuation are used in reading.</p> <p><u>Students are able</u> to recognise and use alternative ways of pronouncing graphemes already taught.</p> <p><u>Students are able</u> to read decodable two-syllable and three-syllable words.</p>	<p><u>Students are able</u> to identify one idea per sentence.</p> <p><u>Students are able</u> to read less common alternative graphemes including trigraphs.</p> <p><u>Students are able</u> to show understanding when reading texts that is generally accurate.</p> <p><u>Students are able</u> to listen to and read a range of non-fiction texts.</p> <p><u>Students are able</u> to correctly identify how an discussion or information text is organised, e.g. use of capitals and font, paragraphs, full stops, commas, question and exclamation marks, inverted commas, key words etc</p> <p><u>Students are able</u> to reread a text when attempting to understand new vocabulary</p> <p><u>Students are able</u> to use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning</p> <p><u>Students are able</u> to use knowledge of alphabet to open dictionary in an appropriate place.</p> <p><u>Students are able</u> to read simple prefixes or suffixes without overt sounding.</p>	<p><u>Students are able</u> to group items into paragraphs,.</p> <p><u>Students are able</u> to identify some key features of an information text.</p> <p><u>Students are able</u> to read, discuss and give their own views on a subject within an information text.</p> <p><u>Students are able</u> to draw inferences on what they have read/ heard.</p> <p><u>Students are able</u> to read texts with fluency and accuracy.</p> <p><u>Students are able</u> to compare books / articles on a similar theme.</p> <p><u>Students are able</u> to identify specific vocabulary within a non-fiction text that captures the reader's / listener's interest.</p> <p><u>Students are able</u> to identify the letters in a word sequentially and find the meaning of an unknown word using a dictionary.</p> <p><u>Students are able</u> to use knowledge of root words, suffixes and prefixes to attempt new/longer words.</p>
<p>Suggested teaching activities</p> <p>How should I teach this?</p> <p>Reading</p>	<ul style="list-style-type: none"> • Read extracts / simplified excerpts and answer comprehension questions (written and verbal) <ul style="list-style-type: none"> ➢ Identify key information / key words ➢ Make inferences and deductions • Identify key language features of a discussion or information text 				

<p>How to infer. How to understand how language is used. How to understand how structure is used. How to compare.</p>	<ul style="list-style-type: none"> ➤ Structure, photo, illustration, picture, hook, introduction, conclusion, heading, caption, similes & metaphors, • Identify and explore the structure of different discussion texts • <u>Guided reading sessions using information texts</u> <ul style="list-style-type: none"> ➤ Discussing the text ➤ Responding to the text verbally ➤ Comprehension activities, e.g. questions, boxing up,, key points & words/ phrases ➤ Activities to unpick language and structure
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Key Learning Theme: Information Texts

<p>Writing</p> <p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p> <p>How to plan a narrative What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p><u>Students know</u> some marks or symbols associated with familiar spoken words, actions, images or events relating to a specific subject or non-fiction text.</p> <p><u>Students know</u> how to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy writing patterns.</p> <p><u>Students know</u> some marks, letters, symbols and photographs to use in a non-fiction text.</p>	<p><u>Students know</u> that a discussion or information text has a beginning, middle and end.</p> <p><u>Students know</u> to group letters and leaves spaces in their writing to form separate words.</p> <p><u>Students know</u> how a discussion or information text is arranged on the page, sequencing information from left to right and top to bottom and captions underneath pictures</p>	<p><u>Students know</u> some simple words and phrases to communicate meaning related to a specific subject.</p> <p><u>Students know</u> how full stops are used in writing.</p> <p><u>Students know</u> how to clearly shape and correctly orientate letters.</p> <p><u>Students know</u> some simple adjectives</p> <p><u>Students know</u> what key features to include in a discussion or information text.</p>	<p><u>Students know</u> some alternative words to include detail in to enhance their writing.</p> <p><u>Students know</u> to read through their work to check for appropriate punctuation and vocabulary choices when drafting and writing.</p> <p><u>Students know</u> when to use capital letters in their writing.</p> <p><u>Students know</u> how to spell high frequency words that do not conform phonetically.</p> <p><u>Students know</u> where to place a possessive apostrophe in regular and irregular plurals.</p>	<p><u>Students know</u> the style and layout of discussion or information texts.</p> <p><u>Students know</u> the terms of grammar -subordinate clause, direct speech/inverted commas, preposition, conjunction, possessive pronoun, determiner, adverbial, vowel consonant</p> <p><u>Students know</u> the language of punctuation.</p> <p><u>Students know</u> how to spell high frequency words that do not conform to normal patterns.</p> <p><u>Students know</u> how to write in a joined up style and whether to use a diagonal; or horizontal join to a letter.</p>
<p>Writing</p> <p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p> <p>How to plan an information text. What good looks like: appropriate form, language and structure.</p>	<p><u>Students are able to</u> produce marks or symbols associated with familiar spoken words, actions, images or events relating to a specific subject / information text.</p> <p><u>Students are able to</u> hold a pen correctly and to follow the lines on the page to trace, overwrite or copy shapes and straight line writing patterns.</p>	<p><u>Students are able to</u> produce or write their name in letters or symbols and</p> <p><u>Students are able to</u> identify the beginning, middle and end sections of a non-fiction text.</p> <p><u>Students are able to</u> place pictures in the correct order to recreate a discussion or information text.</p>	<p><u>Students are able to</u> convey information and ideas in a simple discussion or information text.</p> <p><u>Students are able to</u> create short simple texts on paper and on screen that combine words with images and sounds.</p> <p><u>Students are able to</u> use simple words and phrases to</p>	<p><u>Students are able to</u> recognise the need to identify the "who, where, when, what, how, why" in their planning and writing.</p> <p><u>Students are able to</u> select appropriate presentational features to create a discussion or information text on paper and on screen.</p> <p><u>Students are able to</u> draw on knowledge and experience of</p>	<p><u>Students are able to</u> make decisions about form and purpose, identify success criteria and use them to evaluate their writing.</p> <p><u>Students are able to</u> write a discussion or information text using appropriate structures.</p> <p><u>Students are able to</u> select and use a range of technical and descriptive vocabulary.</p>

<p>How to edit.</p> <p>How to proof read.</p>	<p><u>Students are able to select</u> and use meaningful marks, letters, symbols and photographs to produce an information text.</p> <p><u>Students are able to copy</u> shapes and letter forms.</p>	<p><u>Students are able to display</u> knowledge of how a discussion or information text is arranged on the page, e.g. by writing or producing letter sequences going left to right and top to bottom and organising photos and words on a page for their information text.</p> <p><u>Students are able to group</u> letters and leaves spaces in their writing to form separate words.</p> <p><u>Students are able to select</u> and link symbols and one or two simple key words to correctly retell facts about a specific subject from memory</p> <p><u>Students are able to write</u> or produce letter or symbol sequences moving from left to right and make accurate use of upper and lower case letters.</p> <p><u>Students are able to create</u> a discussion or information text using a range of images and a range of key words.</p>	<p>communicate meaning related to a non-fiction text</p> <p><u>Students are able to add</u> simple adjectives to writing to enhance detail.</p> <p><u>Students are able to group</u> written sentences together in chunks of meaning or subject.</p> <p><u>Students are able to</u> independently choose what to write about, plan and implement it.</p> <p><u>Students are able to make</u> contributions to class or group discussions when planning a discussion or information text.</p> <p><u>Students are able to</u> clearly shape and correctly orientate letters.</p> <p><u>Students are able to show</u> some awareness of how full stops are used in their writing.</p>	<p>texts in deciding and planning what and how to write.</p> <p><u>Students are able to use</u> planning to establish clear sections for writing</p> <p><u>Students are able to</u> develop their ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops.</p> <p><u>Students are able to</u> communicate meaning in their writing, using appropriate and interesting vocabulary.</p> <p><u>Students are able to use</u> descriptive words and phrases to impact the reader.</p> <p><u>Students are able to use</u> capital letters correctly.</p> <p><u>Students are able to use</u> class word bank to check spelling and spell words consistently in their piece of writing.</p> <p><u>Students are able to</u> usually spell correctly, simple, monosyllabic words and where there are inaccuracies the alternative is phonetically plausible.</p> <p><u>Students are able to</u> write their ascenders and descenders clearly and consistently.</p>	<p><u>Students are able to use</u> appropriate layout, format, graphics and illustrations for a discussion or information text.</p> <p><u>Students are able to group</u> related material into paragraphs.</p> <p><u>Students are able to know</u> the need to write an introduction at the beginning of the writing, including "who, when, where, what, how, why"</p> <p><u>Students are able to</u> sequence sentences, extend ideas logically and choose words for variety and interest.</p> <p><u>Students are able to use</u> a range of punctuation and grammatical devices s: eg fronted adverbials, conjunctions, adverbs and prepositions to express time and cause.</p> <p><u>Students are able to</u> usually spell words accurately, including common, polysyllabic words.</p> <p><u>Students are able to</u> accurately use punctuation to mark sentences e.g. full stops, capital letters and question marks.</p> <p><u>Students are able to write</u> in a mainly joined up style joining letters correctly and legibly.</p>
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Writing

How to plan for a narrative text.

What good looks like: appropriate form, language and structure.

How to edit.

How to proof read.

- Talk for Writing
- Rewriting a text using 'box it up' structure
- Writing own discussion or nformation text using 'box it up' structure
- Vocabulary building
- Use adjectives / describing words
- Create storyboards

Online resources

[What is climate change? - KS2 - The Regenerators - BBC Bitesize](#)

[Climate change - BBC Teach](#)

Evidencing Work

Photographic & video evidence

Talk for writing worksheets

Phonics worksheets

Guiding reading records