

KS4 English -Information texts related to hobbies

Subject curriculum intent:	English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write to the best of their ability, so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know. Language and communication skills are essential in enabling pupils to participate in society.
Intent For this topic:	In this unit pupils will learn how to write information texts. They will develop an understanding of the difference between fiction and non fiction texts. They will look at information texts on familiar subjects and learn to write one on subjects that they learn about this term. Pupils will use this knowledge to develop appropriate skills to identify descriptive language and dialogue in their reading, watching and listening and produce texts that inform and engage the reader.
Topic objectives:	Pupils 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. Pupils should use reading skills to identify features that writers use to provoke readers' reactions (language and structure, e.g. descriptive language, plot); to identify use of dialogue and speech marks; to engage in detailed character /setting studies; and to sequence narratives in which events are logical. Pupils should use writing skills to create and shape their own texts, to write texts linked to a the book; to organise information following a narrative structure; and to develop understanding of spelling, punctuation and grammar.
Key vocabulary taught within this topic:	Non -fiction, information, introduction, conclusion, hook, additionally, furthermore, also, moreover, however, on the other hand, sequence, verb, adverb, adjective, simile Generalisers - most, many, all, a few, the vast majority, usually, occasionally Adverbs - amazingly, intriguingly, surprisingly, interestingly Comparisons - is similar to, unlike, identical to, related to, in the same way
Links to other subjects:	ICT - Researching information opics, drafting, editing and presenting written work, writing blogs, recording vlogs Music - creating jingles etc for Vlogs Mathematics - data handling survey of people's hobbies etc Drama - Role play and hot seating activities
RRS Articles	This unit of work is linked to Articles 14 of the UN Convention on the Rights of the Child. Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-5	Immersion & imitation	Pupils learn and internalise model text. Pupils 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 pupils to write an information text about Victorian London or the Trafford Centre/ Heaton Park</p> <p>Immersion - explore a range of information texts</p> <p>Tuning into the subject - identify technical language and definitions - matching games</p> <p>Signposts & generalisers - join two sort 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 where it is, where it is found, what it is best known for - link info together, language of comparison, language of description</p> <p>-Conclusion/important or amazing fact</p> <p>Use Narrative Therapy & Colourful Semantics to learn model text</p>
Wks 6-9	Innovation	Pupils use ideas and structures Pupils co-construct new versions of original text with support	<p>Pupils identify and arrange key features of an information text</p> <p>Pupils explore structure of an information 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, where it is, where it is found, what it is best known for, Conclusion/important or amazing fact</p> <p>Pupils begin to create new characters, settings and events</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 innovatemodel text</p>
Wks 10-12	Invention / Independent application	Pupils create original texts as independently as possible	<p>Pupils use structure of an information text</p> <p>Use word bank and structure of original text</p> <p>Use mind map to generate and record different ideas.</p> <p>Pupils plan, review, edit and revise their writing</p> <p>Box up text - Intro /what it is, where it is, where it is found, what it is best known for, Conclusion/important or amazing fact</p> <p>Pupils to plan information, present it logically and box it up</p> <p>Pupils to hook the reader with interesting fact</p> <p>Pupils to use topic sentences with headers to guide reader, linking information</p> <p>Pupils use generalisers and language of comparison.</p> <p>Pupils vary sentence length for emphasis.</p> <p>Pupils 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>

	PS1	PS2	PS3	PS4	PS5
Key Learning Theme: Information 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>Pupils know</u> key ideas and concepts used to communicate information.</p> <p><u>Pupils know</u> the key element in questions about an information text e.g. 'What is the text about?'</p> <p><u>Pupils know</u> how to respond to requests and instructions containing at least two key words, signs or symbols.</p> <p><u>Pupils know</u> how to initiate and maintain short and simple conversations about a subject.</p> <p><u>Pupils know</u> how to take turns and to listen to others in conversations and in role play.</p> <p><u>Pupils know</u> how to repeat, copy and imitate between 10 and 50 single words.</p> <p><u>Pupils know</u> at least 50 words, including the names of familiar objects.</p>	<p><u>Pupils know</u> up to four key words, signs or symbols to communicate key information.</p> <p><u>Pupils know</u> that events and experiences happen in the present, past and future.</p> <p><u>Pupils know</u> how important it is to take turns, listen to /watch others and how to speak/ act in role play with confidence.</p> <p><u>Pupils know</u> conjunctions that communicate cause to link ideas e.g. because & so.</p> <p><u>Pupils know</u> how to form regular plurals.</p>	<p><u>Pupils know</u> the key vocabulary to share information about a specific subject.</p> <p><u>Pupils know</u> how to gain, maintain and monitor the interest of the listener when retelling a story.</p> <p><u>Pupils know</u> how to add detail to extend their ideas.</p>	<p><u>Pupils know</u> a range of descriptive words that can be used to add detail and interest.</p> <p><u>Pupils know</u> familiar phrases from an information text and complete the last phrase of a key sentence.</p> <p><u>Pupils know</u> how to identify the main elements of an information text.</p> <p><u>Pupils know</u> that information texts have different sections.</p> <p><u>Pupils know</u> how to use an expanding vocabulary.</p>	<p><u>Pupils know</u> how to identify the main themes of information texts.</p> <p><u>Pupils know</u> some of the differences between written and spoken English and are beginning to be aware when Standard English or more colloquial English is used.</p> <p><u>Pupils know</u> that they can use more colloquial language in dialogue.</p> <p><u>Pupils know</u> there are different dialects and accents.</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>Pupils are able to</u> respond appropriately to questions about familiar or immediate events or experiences.</p> <p><u>Pupils 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>Pupils are able to</u> initiate and maintain short conversations.</p> <p><u>Pupils are able to</u> use phrases with up to three key words, signs or symbols to communicate.</p> <p><u>Pupils are able to</u> attend to and respond to questions from adults and their peers about experiences and specific subjects.</p>	<p><u>Pupils are able to</u> use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p><u>Pupils are able to</u> extend their vocabulary, exploring the meanings and sounds of new words</p> <p><u>Pupils are able to</u> interpret a text by reading aloud with some variety in pace and emphasis</p>	<p><u>Pupils are able to</u> explain ideas and processes using imaginative, technical and adventurous vocabulary and non-verbal gestures to support communication.</p> <p><u>Pupils are able to</u> listen to others' recounts of their experiences, responding appropriately.</p>	<p><u>Pupils 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>Pupils are able to</u> recount an event in the past which has been notable.</p>

	<p><u>Pupils are able to respond appropriately to questions about a specific subject</u></p> <p><u>Pupils are able to follow requests and instructions containing at least two key words, signs or symbols.</u></p> <p><u>Pupils are able to initiate and maintain short and simple conversations about specific subjects and experiences e.g. hobbies and pastimes etc</u></p> <p><u>Pupils are able to take turns and to listen to others in conversations about a specific subject or experience.</u></p>	<p><u>Pupils are able to communicate ideas about present, past and future events and experiences, using simple phrases and statements.</u></p> <p><u>Pupils are able to link ideas using conjunctions that communicate cause e.g. because & so.</u></p> <p><u>Pupils are able to use regular plurals correctly.</u></p> <p><u>Pupils are able to take part in role play with confidence.</u></p> <p><u>Pupils are able to link up to four key words, signs or symbols to communicate about specific subjects and experiences in a group or one-to-one.</u></p> <p><u>Pupils are able to select and use specific vocabulary related to a chose subject to convey desired meaning to the listener.</u></p> <p><u>Pupils are able to take turns, listen and watch others and speak/ act in role play with confidence.</u></p>	<p><u>Pupils are able to select a range of vocabulary to share information on a specific subject in their own words.</u></p> <p><u>Pupils are able to talk about matters of immediate interest relating to a specific subject e.g. a hobby or sport.</u></p> <p><u>Pupils are able to 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</u></p> <p><u>Pupils are able to listen to and follow what others say and usually respond appropriately.</u></p> <p><u>Pupils are able to effectively convey meaning by gaining, maintaining and monitoring the interest of the listener.</u></p> <p><u>Pupils are able to speak clearly and audibly to convey meaning to a range of listeners.</u></p>	<p><u>Pupils are able to talk to another person about a non-fiction topic.</u></p> <p><u>Pupils are able to tell the main facts in a text/ about a subject to others in a group</u></p> <p><u>Pupils are able to vary volume, change tone or accent to maintain engagement of the audience when sharing information.</u></p> <p><u>Pupils are able to show confidence in talking and listening, discussing facts, preferences and opinions.</u></p> <p><u>Pupils are able to work constructively with others and respond to a peer's contribution in discussing or planning an information text</u></p> <p><u>Pupils are able to speak clearly and use an expanding bank of vocabulary.</u></p> <p><u>Pupils are able to retell the key elements from an information text.</u></p>	<p><u>Pupils are able to retell an event in an engaging and confident way.</u></p> <p><u>Pupils are able to use talk to organise roles and action.</u></p> <p><u>Pupils are able to actively include and respond to all members of the group.</u></p> <p><u>Pupils are able to develop ideas through discussion with a group, responding to what they have read/heard with others and listening to the opinions of others.</u></p> <p><u>Pupils are able to listen and respond by communicating ideas, expressing themselves confidently.</u></p> <p><u>Pupils are able to use relevant comments and questions to show they have listened to or read a text carefully.</u></p> <p><u>Pupils are able to face the camera or audience, keep head raised, use facial expressions and appropriate gestures when sharing a text with others.</u></p> <p><u>Pupils are able to take an active role in role play.</u></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 acting out different hobbies / pastimes <ul style="list-style-type: none"> ➢ Work collaboratively ➢ Create blogs and vlogs about hobbies. ➢ Perform and peer assess 				

	B2 P Step 5-6	B2 Step P 7-8	B2 Step 1	B2 Step 2	B2 Step 3
Key Learning Theme: Information Texts					
<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>Pupils know</u> a few words, symbols or pictures about a specific subject that have become familiar to them.</p> <p><u>Pupils know</u> some objects and their pictorial or symbolic representations.</p> <p><u>Pupils know</u> how to express their curiosity about specific subjects at a simple level.</p> <p><u>Pupils know</u> a small number of words or symbols linked to the vocabulary of information texts / specific subjects.</p> <p><u>Pupils know</u> a number of letters and short words related to a specific subject.</p>	<p><u>Pupils know</u> the key elements of an information text e.g. when the adult stops reading, pupils fill in the missing word.</p> <p><u>Pupils know</u> the difference between print or symbols and pictures in an information text.</p> <p><u>Pupils know</u> the difference between the main text and headings and captions in an information text.</p> <p><u>Pupils know</u> the conventions of reading e.g that texts flow from left to right and from top to bottom</p> <p><u>Pupils know</u> that the text under a photo, picture or diagram is an explanation / caption relating to the image.</p> <p><u>Pupils know</u> 50% of the letters of the alphabet by shape, name or sound.</p>	<p><u>Pupils know</u> familiar words in an information text.</p> <p><u>Pupils know</u> that information texts are non-fiction and the different purposes for reading them.</p> <p>With some support, <u>pupils know</u> graphemes and their corresponding phoneme.</p> <p>With some support, <u>pupils know</u> some common exception words.</p> <p><u>Pupils know</u> the vocabulary needed to express what they find interesting when reading an information text.</p> <p><u>Pupils know</u> what are full stops and other forms of punctuation in an information text.</p> <p><u>Pupils know</u> automatically an increasing number of familiar high frequency words.</p>	<p><u>Pupils know</u> a range of punctuation e.g. full stops, commas, question and exclamation marks, inverted commas etc</p> <p><u>Pupils know</u> how an information text is set out.</p> <p><u>Pupils know</u> if vocabulary is new.</p> <p><u>Pupils know</u> that they can use a dictionary to check spelling or meaning of a word.</p> <p><u>Pupils know</u> the position of a letter in alphabet i.e. beginning, middle or end.</p> <p><u>Pupils know</u> how words are organised in a dictionary.</p> <p><u>Pupils know</u> how to tackle unfamiliar words that are not completely decodable.</p>	<p><u>Pupils know</u> some key themes and features of an information text.</p> <p><u>Pupils know</u> some conventions of information texts.</p> <p><u>Pupils know</u> the basic structure of information texts.</p> <p><u>Pupils know</u> when the text isn't making sense</p> <p><u>Pupils know</u> that words are listed in a dictionary in alphabetical order</p> <p><u>Pupils know</u> the different types of punctuation used in non-fiction texts.</p> <p><u>Pupils know</u> high and medium frequency words and read them 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. How to understand how structure is used How to compare.</p>	<p><u>Pupils are able to</u> listen and respond to familiar texts about specific subjects.</p> <p><u>Pupils are able to</u> look at information texts about specific subjects that they display interest in.</p> <p><u>Pupils are able to</u> use a few familiar words, symbols or pictures to derive meaning from an information text.</p> <p><u>Pupils are able to</u> match objects to their pictorial or symbolic representations.</p>	<p><u>Pupils are able to</u> oin in a discussion about an information text / specific subject.</p> <p><u>Pupils are able to</u> sequence 3 pictures and use them to re-tell information about a specific subject.</p> <p><u>Pupils are able to</u> show an interest in the activity of reading an information text.</p> <p><u>Pupils are able to</u> apply the conventions of reading, following the text left to</p>	<p><u>Pupils are able to</u> find specific information in simple texts, eg what it is about, where, when...</p> <p><u>Pupils are able to</u> recognise the main elements that shape an information text.</p> <p><u>Pupils are able to</u> recognise familiar words used in information texts.</p> <p><u>Pupils are able to</u> re-tell key facts from an information text to a peer.</p> <p><u>Pupils are able to</u> use their phonic knowledge to read words</p>	<p><u>Pupils are able to</u> explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.</p> <p><u>Pupils are able to</u> explain their reactions to texts, commenting on important aspects.</p> <p><u>Pupils are able to</u> identify one idea per sentence.</p> <p><u>Pupils are able to</u> read less common alternative</p>	<p><u>Pupils are able to</u> identify how different information texts are organized, including reference texts, magazines and leaflets, on paper and on screen.</p> <p><u>Pupils are able to</u> identify features that writers use to provoke readers' reactions.</p> <p><u>Pupils are able to</u> group items into paragraphs..</p> <p><u>Pupils are able to</u> identify some key features of an information text.</p>

	<p><u>Pupils are able to</u> ask and answer basic two key word questions about an information text / specific subject.</p> <p><u>Pupils are able to</u> 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>Pupils are able to</u> match letters and short words related to a specific subject.</p>	<p>right, top to bottom and page following page.</p> <p><u>Pupils are able to</u> recognise or read an increasing repertoire of familiar words or symbols related to specific subjects/ an information text.</p> <p><u>Pupils are able to</u> display interest in extracting facts from an information text.</p> <p><u>Pupils are able to</u> predict elements of a familiar information text e.g. when the reader pauses, pupils fill in the missing word.</p> <p><u>Pupils are able to</u> extract information from words, symbols and pictures that convey meaning within an information text</p>	<p>and establish meaning when reading aloud.</p> <p>With some support, <u>pupils are able to</u> use their knowledge of common exception words to read words and establish meaning when reading aloud.</p> <p><u>Pupils are able to</u> select the vocabulary needed to express what they find interesting when reading an information text.</p> <p><u>Pupils are able to</u> show awareness of how different forms of punctuation are used in reading.</p> <p><u>Pupils are able to</u> recognise and use alternative ways of pronouncing graphemes already taught.</p> <p><u>Pupils are able to</u> read decodable two-syllable and three-syllable words.</p>	<p>graphemes including trigraphs.</p> <p><u>Pupils are able to</u> read texts with understanding and accuracy.</p> <p><u>Pupils are able to</u> listen to and read a range of non-fiction texts.</p> <p><u>Pupils are able to</u> correctly identify how an 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>Pupils are able to</u> reread a text when attempting to understand new vocabulary</p> <p><u>Pupils are able to</u> use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning</p> <p><u>Pupils are able to</u> use knowledge of the alphabet to open a dictionary in an appropriate place.</p> <p><u>Pupils are able to</u> read simple prefixes or suffixes without overt sounding.</p>	<p><u>Pupils are able to</u> read, discuss and give their own views on a subject within an information text.</p> <p><u>Pupils are able to</u> draw inferences on what they have read/ heard.</p> <p><u>Pupils are able to</u> read texts with fluency and accuracy.</p> <p><u>Pupils are able to</u> compare books / articles on a similar theme.</p> <p><u>Pupils are able to</u> identify specific vocabulary within an information text that captures the reader's / listener's interest.</p> <p><u>Pupils are able to</u> identify the letters in a word sequentially and find the meaning of an unknown word using a dictionary.</p> <p><u>Pupils are able to</u> use knowledge of root words, suffixes and prefixes to attempt new/longer words.</p>
--	--	--	---	--	--

<p><u>Suggested teaching activities</u> <u>How should I teach this?</u> Reading How to infer. How to understand how language is used. How to understand how structure is used.</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 an information text <ul style="list-style-type: none"> ➢ Structure, photo, illustration, picture, hook, introduction, conclusion, heading, caption, similes & metaphors, • <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, storyboarding, key points & words/ phrases ➢ Activities to unpick language and structure
--	---

How to compare.					
-----------------	--	--	--	--	--

Key Learning Theme: Information Texts

	B2 P Step 5-6	B2 Step P 7-8	B2 Step 1	B2 Step 2	B2 Step 3
<p>Writing</p> <p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p> <p>How to plan an information text</p> <p>What good looks like: appropriate form, language and structure.</p> <p>How to edit.</p> <p>How to proof read.</p>	<p><u>Pupils know</u> marks or symbols associated with familiar spoken words, actions, images or events relating to a specific subject / information text.</p> <p><u>Pupils 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>Pupils know</u> marks, letters, symbols and photographs to use in an information text.</p>	<p><u>Pupils know</u> that an information text has a beginning, middle and end.</p> <p><u>Pupils know</u> to group letters and leaves spaces in their writing to form separate words.</p> <p><u>Pupils know</u> how an information text is arranged on the page, sequencing information from left to right and top to bottom and captions underneath pictures</p>	<p><u>Pupils know</u> simple words and phrases to communicate meaning related to a specific subject.</p> <p><u>Pupils know</u> how full stops are used in writing.</p> <p><u>Pupils know</u> how to clearly shape and correctly orientate letters.</p> <p><u>Pupils know</u> simple adjectives</p> <p><u>Pupils know</u> what key features to include in an information text.</p>	<p><u>Pupils know</u> alternative words to include detail in to enhance their writing.</p> <p><u>Pupils know</u> to read through their work to check for appropriate punctuation and vocabulary choices when drafting and writing.</p> <p><u>Pupils know</u> when to use capital letters in their writing.</p> <p><u>Pupils know</u> how to spell high frequency words that do not conform phonetically.</p> <p><u>Pupils know</u> where to place a possessive apostrophe in regular and irregular plurals.</p>	<p><u>Pupils know</u> the style and layout of information texts.</p> <p><u>Pupils know</u> the terms of grammar -subordinate clause, direct speech/inverted commas, preposition, conjunction, possessive pronoun, determiner, adverbial, vowel consonant</p> <p><u>Pupils know</u> the language of punctuation.</p> <p><u>Pupils know</u> how to spell high frequency words that do not conform to normal patterns.</p> <p><u>Pupils 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.</p> <p>What good looks like: appropriate form, language and structure.</p> <p>How to edit.</p> <p>How to proof read.</p>	<p><u>Pupils are able to produce</u> marks or symbols associated with familiar spoken words, actions, images or events relating to a specific subject / information text.</p> <p><u>Pupils 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>Pupils are able to select</u> and use meaningful marks, letters, symbols and photographs to produce an information text.</p>	<p><u>Pupils are able to produce</u> or write their name in letters or symbols.</p> <p><u>Pupils are able to identify</u> the beginning, middle and end sections of an information text.</p> <p><u>Pupils are able to place</u> pictures in the correct order to recreate an information text.</p> <p><u>Pupils are able to display</u> knowledge of how an information text is arranged on the page, e.g. by writing or producing letter sequences going left to right and top to</p>	<p><u>Pupils are able to convey</u> information and ideas in a simple information text.</p> <p><u>Pupils are able to create</u> short simple texts on paper and on screen that combine words with images and sounds.</p> <p><u>Pupils are able to use</u> simple words and phrases to communicate meaning related to an information text.</p> <p><u>Pupils are able to add</u> simple adjectives to writing to enhance detail.</p>	<p><u>Pupils are able to identify</u> the "who, where, when, what, how, why" in their planning and writing.</p> <p><u>Pupils are able to select</u> appropriate presentational features to create an information text on paper and on screen.</p> <p><u>Pupils are able to draw</u> on knowledge and experience of texts in deciding and planning what and how to write.</p> <p><u>Pupils are able to use</u> planning to establish clear sections for writing</p>	<p><u>Pupils are able to make</u> decisions about form and purpose, identify success criteria and use them to evaluate their writing.</p> <p><u>Pupils are able to write</u> an information text using appropriate structures.</p> <p><u>Pupils are able to select</u> and use a range of technical and descriptive vocabulary.</p> <p><u>Pupils are able to use</u> appropriate layout, format, graphics and illustrations for an information text.</p>

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

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 information text using 'box it up' structure
- > Vocabulary building
- > Use adjectives / describing words
- > Create storyboards

Suggested texts & Online resources

How to make chocolate brownies, Jamie Oliver

<https://www.youtube.com/watch?v=KETPZPm6148>

How to draw anime and Manga <https://www.animeoutline.com/>

Evidencing Work

Photographic & video evidence

Talk for writing worksheets

Phonics worksheets

Guiding reading records