



Your Target:

To write a non-chronological report about Ernest Shackleton and his expeditions.



Day 1

Learning Question:

How can I identify features of a non-chronological report?

Success Criteria:

Identify:

- Subheadings to organise information
- Introduction
- Details to support the main points e.g. facts, figures or dates
- Factual information and technical vocabulary
- Written in the third person
- Written using a formal tone

Vocabulary

- Immediately
- Language
- Foreign
- Restaurant
- Harass



SPaG Shape-Up

Punctuation

Write three linked sentences that include all of the following:

• , ... ? “ ” ()



Week 4

Monday

immediately

Tuesday

language

Wednesday

foreign

Thursday

restaurant

Friday

harass

FANBOYS

Write a sentence using the word and a FANBOYS co-ordinating conjunction.

immediately

At once; instantly.

Dictionary Neighbours

Which words come before and after this word in the dictionary?

Your Task

On the following slides you will find an example non-chronological report. After reading this report you are going to complete three tasks.

Task 1: Answer comprehension questions.

Task 2: Use the non-chronological report checklist to identify the different features present.

Task 3: Use the 'working at the expected standard' success criteria to identify any grammatical features present.

Read the text in preparation for the three tasks.

Tutankhamun's Tomb



Who Found His Tomb?

The tomb was found by a group of researchers lead by Howard Carter. The reason why Tutankhamun is one of the most famous and talked about pharaohs is because his tomb was only found in 1922, which means that all of the artefacts and the body inside have been left in very good condition. Carter knew where to look because he worked out from other important finds that the tomb would be in the Valley of the Kings. A cup found by a man named Theodore Davis, with Tutankhamun and his wife on it, was a clue that Carter said helped him find the tomb of the Boy King.

What They Found Inside

Inside the tomb they found over 3000 artefacts that were put in for Tutankhamun to take with him into the afterlife. Many of the items were made from, or covered in, gold, only fitting for a king to own. The tomb itself was split into many different rooms. Most of the rooms were for the objects, apart from the burial chamber which just held his sarcophagus (a decorated stone coffin).

Read the text in preparation for the three tasks.

Decoration

The burial chamber with the body is the only decorated room in the tomb, which is very unusual for a resting place for a king.



Normally, all the walls would be carved or painted, which is how we know that Tutankhamun died very suddenly. Many historians also believe that the tomb itself was not made for him in the first place and the burial chamber and decorations were added later.

The images on the walls were from a ritual called the 'opening of the mouth'.

The Curse of the Mummy!

The curse of the mummy started after Tutankhamun's tomb was opened. Mummies have been thought to have magical powers over any who disturb them. It started with Lord Carnarvon; the man who paid for the dig of King Tut's tomb died soon after it was opened. As soon as he died, all the lights in Cairo went out mysteriously. Other stories are that Carter's pet canary was killed by a cobra and Carnarvon's dog died the same night. Some think it was a germ but others say it was magic.



Task 1: Answer comprehension questions

Tutankhamun's Tomb Questions

1. Explain, in your own words, how Carter knew where to look for Tutankhamun's tomb.

2. Which word is closest in meaning to the word 'historical treasures'?

- afterlife
- artefacts
- decorated
- objects

3. Why are the artefacts described as 'fitting for a king' to own?

4. Why might Howard Carter be surprised to see that the burial chamber was the only room decorated?

5. Do you think Tutankhamun was an important king in his lifetime? Use evidence from the text to support your answer.

6. Read the **'Who Found His Tomb?'** section. What other name is used to refer to Tutankhamun?

7. Fill in the table.

Sentence	True	False
The tomb had one room in it.		
Lord Carnarvon's dog died the same night as the canary.		
Theodore Davies discovered the tomb of Tutankhamun.		
When Lord Carnarvon died, all the lights went out in Cairo.		

Task 2: Use non-chronological report writing checklist to identify which features are present in the text.

(It may not have all of them)

- Introductory paragraph gives an overview of 5W's (who, what, where, when and why)
- Information is organised into paragraphs
- Has a number of sections divided using subheadings
- Title covers whole topic
- Some information may be in fact boxes or in bullet-pointed lists
- Extra details support main points/ideas e.g. facts, figures and dates
- Use factual and formal language
- Past tense (as it is reporting on events that happened in the past)
- Technical language explained in a glossary
- Written in third person (impersonal style)
- Brief concluding paragraph gives recap of 5W's

Which features are missing? Would it have been a better report if they had been included?

Task 3: Use 'working at the expected standard' success criteria to identify grammatical features.

Which features are missing? Would it have been a better report if they had been included?

	Working at the expected standard	
1	I can write effectively for a range of purposes and audiences, selecting appropriate language	
2	In narratives, I can describe settings	
3	In narratives, I can describe characters	
4	In narratives, I can convey atmosphere	
5	In narratives, I can integrate dialogue to convey character and advance the action	
	I can select vocabulary and grammatical structures that reflect what the writing requires:	
6	I can use contracted forms appropriately	
7	I can use passive verbs to affect how information is presented	
8	I can use modal verbs to suggest degrees of possibility	
	I can use a range of devices to build cohesion within and across paragraphs:	
9	I can build cohesion using conjunctions	
10	I can build cohesion using adverbials of time and place	
11	I can build cohesion using pronouns	
12	I can build cohesion using synonyms	
13	I can use verb tenses consistently and correctly throughout my writing	
	I can use the range of punctuation taught at KS2 mostly correctly:	
14	I can use inverted commas	
15	I can use commas for clarity	
16	I can use punctuation for parenthesis	
17	I can sometimes use dashes, semi-colons, colons and hyphens	
18	I can spell correctly <u>most</u> words from the year 5 / year 6 spelling list	