




Your Target:

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



Day 4

Learning Question:

How can I write a non-chronological report about Ernest Shackleton and his expeditions?

Success Criteria:

- Use subheadings to organise information
- Include an introduction
- Give extra details to support the main points e.g. facts, figures or dates
- Use factual information and technical vocabulary
- Write in the third person
- Use a formal tone
- Spell words from the Year 5/6 list correctly

Vocabulary

- Immediately
- Language
- Foreign
- Restaurant
- Harass



SPaG Shape-Up

Punctuation

Missing Punctuation!

Re-write this passage with the correct punctuation.
Check - does it make sense?

im going out now dad shouted up the stairs he took the keys
out of his coat pocket and unlocked the door see you later he
called shutting the door with a bang



Words Within Words

How many other words can you make out of the word?

restaurant

A place where people pay to sit and eat meals that are cooked and served on the premises.

Alliteration Alert

Write an alliterative sentence including the word.

Your Task

- On Monday, you read an example and identified features of a non-chronological report.
- On Tuesday, you planned the structure and content of your non-chronological report.
- On Wednesday, you researched information about Ernest Shackleton, his life and expeditions.
- Today and tomorrow, you will write your non-chronological report.

You have been given **two days** to write the report as it should be a **detailed, clear and informative**.

You should aim to include:

- All **suitable** features from the success criteria
- All features listed in the non-chronological report checklist

Non-chronological report checklist

- Title covers whole topic
- Brief introductory paragraph gives an overview of 5W's (who, what, where, when and why)
- Organise information into paragraphs
- Have a number of sections divided using subheadings
- Some information may be 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 (who, what, where, when and why)

Don't forget to include all features from the success criteria.

Working towards expected standard success criteria:

| | Working towards the expected standard | S/P | T |
|----|------------------------------------------------------------------------------------------------------------------|-----|---|
| 1 | I can write for a range of purposes | | |
| 2 | I can use paragraphs to organise ideas | | |
| 3 | In narratives, I can describe settings | | |
| 4 | In narratives, I can describe characters | | |
| 5 | In non-narratives, I can use simple devices to structure the writing (e.g. heading, sub-headings, bullet points) | | |
| 6 | I can use capital letters | | |
| 7 | I can use full stops | | |
| 8 | I can use question marks | | |
| 9 | I can use exclamation marks | | |
| 10 | I can use commas for lists | | |
| 11 | I can use apostrophes contraction <u>mostly</u> correctly | | |
| 12 | I can spell <u>most</u> words correctly (Including those on Year 3 and 4 list) | | |
| 13 | I can spell <u>some</u> words correctly (Including those on Year 5 and 6 list) | | |
| 14 | I can write legibly using my best handwriting | | |

Don't forget to include all features from the success criteria.

Working at the expected standard success criteria:

| | Working at the expected standard | S/P | T |
|----|-----------------------------------------------------------------------------------------------|-----|---|
| 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 and 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 | | |
| 19 | I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary | | |
| 20 | I can maintain legibility in handwriting when writing at speed | | |

Don't forget to include all features from the success criteria.

Working at greater depth success criteria:

| | Working at the greater depth | S/P | T |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---|
| 1 | I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) | | |
| 2 | I can distinguish between the language of speech and writing and choose the appropriate register | | |
| 3 | I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this | | |
| | I can use the range of punctuation taught at key stage 2 <u>accurately</u> | | |
| 4 | I can use semi-colons | | |
| 5 | I can use dashes | | |
| 6 | I can use colons | | |
| 7 | I can use hyphens | | |
| 8 | I can use punctuation precisely to enhance meaning and avoid ambiguity | | |

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