



Your Target:

To write a non-chronological report about the environment.



Day 1

## Learning Question:

How can I write a non-chronological report?

## Success Criteria:

- Organise into sub-headings
- Include an introduction to hook the reader
- Give extra details to support the main points
- Use factual language and technical vocabulary
- Write in the third person
- Use a formal tone
- Use a range of conjunctions
- Use effective sentence openers
- Spell words from the Year 5/6 list

## Vocabulary

- Occupy
- Apparent
- Parliament
- Privilege
- Criticise

# Week 8

**Monday**

occupy

**Tuesday**

apparent

**Wednesday**

parliament

**Thursday**

privilege

**Friday**

criticise

## Dictionary Neighbours

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

**occupy**

Be situated in or at; take up.

## Spellround

Write the word ten times forwards. Then, without looking at the word, spell it backwards out loud.



### Capital Letters

Can you rewrite these sentences with capital letters in the correct places?

1. the capital city of america is washington dc.
2. “tea is ready,” called dad.
3. today i’m going to visit my uncle. he lives near cardiff.
4. “are you going to the school fair?” asked mr mawhinney.
5. orlaith said that her favourite lesson at school is music.

Answers on the next slide



### Capital Letters

Answers:

1. The capital city of **A**merica is **W**ashington **D**C.
2. “**T**ea is ready,” called dad.
3. **T**oday **I**’m going to visit my uncle. **H**e lives near **C**ardiff.
4. “**A**re you going to the school fair?” asked **M**r **M**awhinney.
5. **O**rlaith said that her favourite lesson at school is music.



### Parenthesis adds extra information to your sentence

Can you use **brackets** to add parenthesis to the noun or phrase in bold green in the sentences below?

For example:

**My brother** (the scruffiest boy in the world) never brushes his hair.

1. **Emily and Ellie** won the three-legged race easily.
2. Uncle Jon has promised to take us to **the park** this afternoon.
3. I usually go to **my drama class** on my bike.
4. **My violin teacher** lives just down the road from me.

# Non-Chronological Reports (Leaflets)

**Non-chronological reports and leaflets give the reader a message in a small amount of space, usually one or two sides of a page. As well as being informative, leaflets often try to persuade the reader to do something.**

- Where would you find a leaflet?
- Who would read a leaflet?
- What is the purpose of a leaflet?
- What information would you find in a leaflet?
- What writing features would you use in a leaflet?

# **You may remember the non-chronological report writing checklist from a few weeks ago.**

**Read it to refresh your memory as we will be using it again this week.**

- 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
- Technical language explained in a glossary
- Written in third person (impersonal style)
- Brief concluding paragraph gives recap of 5W's

# Your Task

On the following slides you will find an example non-chronological report about Earth Day 2020. 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.

# Earth Day 2020

Earth Day is a global initiative that happens every year on April 22<sup>nd</sup>. Around the world, people come together to celebrate the beauty and importance of nature and to raise awareness of how important it is to look after our planet.

## What Is the Aim Of Earth Day?

This year, on its 50th anniversary, Earth Day is all about Climate Action. This means that people are thinking about different ways in which they can help look after the planet and are meeting other people who want to do the same thing. A big clean-up of towns and the countryside is being organised and many people all around the world are volunteering to take part. It is hoped that this will encourage others to try to protect our environment and make changes to their lifestyle. Even just one small change can make a difference.

## Our Plastic Problem

Every year in the UK, we throw away around 295 billion pieces of plastic. Plastic doesn't biodegrade over time and lots of it can't be recycled. That means that it will stay in the ground for hundreds, even thousands, of years.

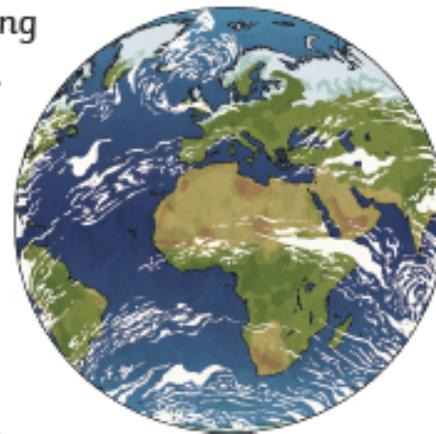




Plastics can also cause problems for humans and animals because as they break down, tiny pieces called microplastics can end up in some food and water, which is then ingested. Scientists think that this could lead to health problems, but it has not yet been widely researched. By using less plastic in our houses and choosing plastic that can be recycled, we reduce the amount we have to throw away. To help make a difference to our plastic problem, try taking the same plastic bag to the supermarket every time you go, using a reusable water bottle for your drinks or recycling plastic food packages, like chocolate bar wrappers and cereal boxes.

### **Green Fingers**

Looking after the plants in our gardens is a constructive way to contribute towards protecting our planet. Plants and trees are crucial to the wellbeing of the planet for many different reasons. They help remove some of the warming gases, such as carbon dioxide, out of the air and provide food for important pollinating insects, like bees. Pollinating insects help make sure that a variety of plants can grow, providing enough food for humans to eat and making sure there is a safe home for a variety of species of wildlife. Try planting some bee-friendly plants and trees in your garden. You could even have a go at growing your own vegetables. You don't need to have a garden to grow plants. Plant seeds in pots on your windowsill and watch them grow. Just don't forget to water them!



## Eat Less Meat

Many scientists believe that one way to help our planet is by eating more food made from plants rather than animals. This is because animals take up lots of space and need lots of food and water to keep them healthy. This is leading to the deforestation of woodland which is having a devastating effect on many species of plants and animals. Even cattle and sheep's poo is bad for the environment because it gives off a warming gas called methane. Just a small change can make a big difference. See if you can have a meal without meat once a week. You could look for a meat-free version of your favourite foods like burgers, chilli and even sausages. Or, you could make a dish where plants are the star. Try it and see!

As you can see, there are lots of ways we can all take action this Earth Day and help protect the planet for both current and future generations. What will you choose?



# Task 1: Complete comprehension questions

1. Where does Earth Day take place? Tick **one**.

- In the UK
- In the United States of America
- In Europe
- Worldwide

2. What event is being organised for Earth Day this year? Tick **one**.

- Go without electricity for an hour
- Clean up our towns and the countryside
- Walk to work and school
- Plant a tree

3. **Find** and **copy** the word that means the same as '**breaks down naturally**'.

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4. Why is it a bad thing that plastic stays in the ground for many years?

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5. Why do you think the writer has added 'just don't forget to water them!' to the section about growing your own fruit and vegetables?

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# Task 1: Complete comprehension questions

6. In your own words, explain the importance of eating less meat.

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7. **'As you can see, there are lots of ways we can all take action and help the planet'**  
Thinking about the advice in the text, what do you think would be the most difficult action to take? Explain your reasoning.

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8. Explain what you will do to be more environmentally friendly, using evidence from the text.

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# Answers

1. Where does Earth Day take place? Tick **one**.

- In the UK
- In the United States of America
- In Europe
- Worldwide**

2. What event is being organised for Earth Day this year? Tick **one**.

- Go without electricity for an hour
- Clean up our towns and the countryside**
- Walk to work and school
- Plant a tree

3. **Find** and **copy** the word that means the same as 'breaks down naturally'.

**biodegrade**

4. Why is it a bad thing that plastic stays in the ground for many years?

**Pupils' own responses, such as: It is bad that plastic stays in the ground for many years because it takes up space needed by plants and animals. Animals could also eat the plastics which can make them sick.**

5. Why do you think the writer has added 'just don't forget to water them!' to the section about growing your own fruit and vegetables?

**I think the author has added this to remind children to water their plants because if they don't they will die/won't grow.**

6. In your own words, explain the importance of eating less meat.

**Pupil's own responses such as: It is important to eat less meat as it means that there will be less animals in the world taking up space and using up food and water. There will also be less methane warming up the air and more space for forests and trees.**

**7. 'As you can see, there are lots of ways we can all take action and help the planet'**

Thinking about the advice in the text, what do you think would be the most difficult action to take? Explain your reasoning.

**Pupils' own responses, such as: I think it would be most difficult to eat less meat, because I really like meat with every meal and I don't really like vegetables.**

**8. Explain what you will do to be more environmentally friendly, using evidence from the text.**

**Pupils own responses, such as: I think the author chose to end the text with this so that the reader thinks they are talking directly to them and persuade them to think about what action they will take, so that they are also helping the environment.**

## Task 2: Use the non-chronological report writing checklist to identify features present in the Earth Day 2020 report.

- 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
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- 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 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	