



Your Target:

To write a non-chronological report about the environment.



Day 4

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

Noun Phrase Notion

Can you expand the noun into three different noun phrases?

privilege

A special right.

FANBOYS

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



Colons

Which of these examples uses a colon accurately?

1. Three members of the team ran the 500m Sam, Eliza and: Sally.
2. Three members of the team ran the 500m: Sam, Eliza and Sally.
3. Three members of the team: ran the 500m Sam, Eliza and Sally.

Answer on the next slide



Colons

Answer:

1. Three members of the team ran the 500m Sam, Eliza and: Sally.
2. Three members of the team ran the 500m: Sam, Eliza and Sally.
3. Three members of the team: ran the 500m Sam, Eliza and Sally.

Now write your own examples of sentences which use a colon.



Semi-Colons

Which of these examples uses a semi-colon accurately?

1. Harry; does his homework on time Hannah's is always late.
2. Harry does his homework on time Hannah's; is always late.
3. Harry does his homework on time; Hannah's is always late.

Answer on the next slide



SPaG Shape-Up

Punctuation

Semi-Colons

Answer:

1. Harry; does his homework on time Hannah's is always late.
2. Harry does his homework on time Hannah's; is always late.
3. Harry does his homework on time; Hannah's is always late.

Now write your own examples of sentences which use semi-colons.

Firstly:

1. Read the example introduction on the next slide and consider the following questions.

- Is it clear what the report is going to be about?
- How has the author introduced the topic/s which will be covered?
- What vocabulary has been used?
- What style of writing has the author chosen? Formal or informal?
- How do you feel whilst reading it?
- What grammatical features have they used?

2. Write the introduction for your non-chronological report.

- Remember to be clear, write formally and in the third person.

Example Introduction

The Environment

Our planet is our home. Most people like to look after their home, so why don't we look after our planet? There are lots of ideas of how to look after the environment and we are going to explore some of these in this leaflet. The main threat to our environment is climate change. This is happening because the Earth is warming up faster than expected. The cause of this is when greenhouse gases are released into the atmosphere (an example of this is carbon dioxide emitted from cars and other forms of transport). Some of the main areas involved in causing harm to our environment are: deforestation, the use of fossil fuels and plastic. We will look into these in more detail in this leaflet; as well as what we can all do to save our planet.

Secondly:

1. Read the example section (from the main body) on the next slide and consider the following questions.
 - How has the author kept you engaged?
 - Has the author been persuasive in any way?
 - What facts and figures have they used? Why?
2. Write the next section for your non-chronological report. This will be the first section of your main body.
 - Remember to be clear, write formally and in the third person.
 - Don't forget all of the research you completed yesterday. Make sure you use this!
 - Include facts and figures when you are writing as it emphasises to the reader how bad the situation is.

Example: Which is more persuasive?

Each day, lots of plastic enters our oceans.

Every day approximately 8 million pieces of plastic pollution find their way into our oceans.

Example Section from Main Body

Deforestation

The term 'deforestation' is quite apt, as it simply means taking away forests. Sadly, this is exactly what is happening across our planet. Every year, some 15 billion trees are being cut down to make way for: buildings for housing, factories, roads and other facilities to aid communities. Of course, as the population grows, so we do need these things to help communities survive and thrive. But at what expense? Trees are necessary for the human race to survive; indeed, they are necessary for most species as it is the trees which produce oxygen (a must for every living thing). The trees also remove the carbon dioxide – one of the greenhouse gases – from the atmosphere, so it is concerning that so many of them are being destroyed. It is hoped that by the year 2020, a further 7.8 billion trees would have been planted (that is one tree for every human being).

Your Task (Recap)

By the end of this lesson you should have written the introductory paragraph and one paragraph from the main body.

You can either send it to you teacher today or send it all in one go at the end of the week.

Mrs Bowden and Miss Bjorck are looking forward to being informed and persuaded by your reports.