

Y2 Polar Bear – Non-chronological reports

Prior Knowledge - Check that children can already:

- Scan texts for information.
- Offer opinions about the suitability of a text for research.

Experience - Take the class to visit a zoo and/or animal sanctuary. Ask them to prepare questions in advance, with particular relevance to the animal/habitat being studied. This could provide an audience for the finished outcome – a leaflet/report for the zoo visitors.

Familiarisation and immersion in text

Give the children a range of texts and images. Sort them into fiction and non-fiction, ensuring children recognise audience, purpose and features.

Revise what is already known about Polar bears (other animals can be substituted to fit in with other curriculum areas), using KWL grids – What we Know, What we Want to know, What we've Learnt, or posting comments on an interactive noticeboard e.g. www.wallwisher.com

Read texts about polar bears to add to facts already known. Compare the non-fiction texts to decide if they all have the same purpose (to inform) and the same audience in mind.

Explore how information is displayed – how does it help the reader? Which are helpful/less helpful? Identify success criteria – what makes a useful report?

Watch film, and discuss; what did we already know? What else have we learnt? How do viewers find out new information – through a voice over or through the screen action? How does the camera help to give information?

Phase outcome: Children can identify the main features of a non-chronological report, including grammatical features and key vocabulary.

Children can evaluate non-chronological reports, expressing their views clearly and using evidence from the text.

Capturing ideas

Oral Rehearsal

Watch film again, teacher modelling note taking and recording of key vocabulary.

Watch a second film, this time children make notes – the class could be organised into 'expert groups' to focus on a particular aspect e.g. diet, adaptation, behaviour, young. Give time for the groups to share what they have found out – use Babble Gabble game to share information. Using all the notes so far, group under headings.

Continue to make notes in independent reading time and Guided reading/writing.

Teacher models how to turn notes into a verbal sentence, orally rehearsing the sentence to check it makes sense. Give children chance to practice sentences through oral games, e.g. 'Did you know ... (fact), No, I didn't, but did you know ...' around a circle.

Phase outcome Children can organise their ideas into general themes, subheadings, key details and information

WRITING:

Model, scribe, support

INDEPENDENT

Teacher uses notes gathered in previous sessions and groups them into a spider diagram/mind map under agreed headings e.g. Habitat, diet, offspring.

Teacher models the decisions a writer would make about giving information to the reader.

Remind the children who the audience for this piece of writing is. Demonstrate different choices about layout, vocabulary and sentence structure, orally rehearsing, amending and re-running.

Use teacher scribing to gather ideas for the next sub-heading/sentence. Explain why one choice is more appropriate to purpose and audience than another.

Using supported composition, children record on whiteboards in pairs two sentences to go into the paragraph being written.

Individually, or working in their 'expert groups' children complete a paragraph for their non-chronological report. They use illustrations, diagrams or photographs.

Paragraphs can be combined to create a class book, or recorded digitally, with Photostory or digital media to create a class nature documentary.

Unit outcome: Children can write a paragraph on a theme, using subheadings, key details and information to structure the text.