

Further Literacy Support

Module 3

The Coalition Government took office on 11 May 2010. This publication was published prior to that date and may not reflect current government policy. You may choose to use these materials, however you should also consult the Department for Education website www.education.gov.uk for updated policy and resources.



Further Literacy Support

■ Module 3

Year 5 teachers and Teaching Assistants

Status: Recommended

Date of issue: 10/02

Ref: DfES 0587/2002



Contents

Introduction to the <i>Further Literacy Support Programme</i>	iv
Target plan	vii
Programme overview	viii
Programme summary (Module 3: Weeks 9–12)	xii
 Week 9	 1
Week 10	11
Week 11	21
Week 12	31
 Module 3 PCMs (for teaching assistant's use)	 43

National **Literacy** Strategy

Introduction to the **Further Literacy Support Programme**

The modules

- The programme is divided into three modules, each lasting four weeks.
- The overall focus is on consolidating objectives from Year 4 and Year 5 terms 1 and 2.
- Each module focuses on several text level objectives, particularly writing objectives. These provide the context for developing writing in a particular form. Sentence and word level objectives are addressed in this context.
- Each module has a writing outcome.
- Children see writing demonstrated in the guided and supported sessions and then go on to apply these skills and strategies in independent writing.

Module 1: Writing to Persuade

- Consolidation of key objectives from Year 4
- Outcomes: Write three pieces of persuasive writing: an advert, a leaflet and a letter.
- Context: Children read and evaluate advertisements, write promotional material for a new product called 'VIP', and finally write a letter using persuasive language.

Module 2: Fantastic Tales

- Consolidating key objectives from Year 4 and from Year 5 term 1
- Outcomes: Plan and write a story.
- Context: Children read and evaluate examples of myths and legends. They identify key features and use these to plan and write their own stories, editing and reviewing as they write.

Module 3: Writing to Inform

- Consolidating key objectives from Year 5 terms 1 and 2
- Outcomes: Plan and write a report.
- Context: Children read and evaluate non-chronological reports. They identify key features and use these to plan and write a report on their school, as well as instructions about how to get there for a visitor from 'another world'. They edit and revise their writing and plan a presentation.

Weekly structure

Each week has the same structure and contains the following elements:

- guided work – led by the class teacher;
- supported sessions – led by a teaching assistant or other teacher;
- independent work – carried out in the literacy hour or at another time;
- homework – homework is available but is optional.

Monday

- **Guided reading or writing:** This session is completed during the literacy hour. It provides the focus for work in all further sessions that week. Notes are provided to help the teacher plan and run these sessions.
- **Supplementary homework:** If the teacher decides to use the homework, then the day's task is introduced.

Tuesday

- **Independent activity:** The group completes this during the literacy hour or at another time set by the teacher. This work will follow up the guided session and lead into the first supported session.
- **Supported session 1:** This is led by a teaching assistant or other adult working with the group outside the literacy hour. Session notes are provided.
- **Supplementary homework:** This is set by the teacher.

Wednesday

- **Supported session 2:** This is led by the teaching assistant or other adult outside the literacy hour.
- **Supplementary homework:** This is set by the teacher.

Thursday

- **Independent activity:** This is completed by the group during the literacy hour or at another time set by the teacher.

Friday

- **Supported session 3:** This is led by the teaching assistant or other adult outside the literacy hour.

Session structure

Each supported session follows the same sequence and should take about 20 minutes:

- | | | |
|---|-----------------------|--------------------------------------|
| 1 | On your marks | Introduction |
| 2 | Get set | Preparation and support |
| 3 | Go | Independent activity |
| 4 | Finishing line | Review and preparation for next step |

Monitoring progress

- At the beginning of each module, the children are introduced to the target plan. They consider what they will learn and review their weekly targets listed on the target bank at the end of the module. Children are involved in self-evaluation throughout the programme, having considered their own learning initially in 'limbering up' sessions. At the end of each week they reflect on what they have learned, using the target bank.
- The emphasis is on highlighting skills and knowledge which children can transfer to reading and writing across the curriculum.
- Teachers and teaching assistants also make notes about children's progress each week, using the *Planning / Review Sheets*, which can be found at the beginning of each weekly section. At the end of each module the teacher and the teaching assistant summarise their comments on the group, using the *Review Sheet*. This procedure can help to ensure effective communication.

Links with whole-class teaching

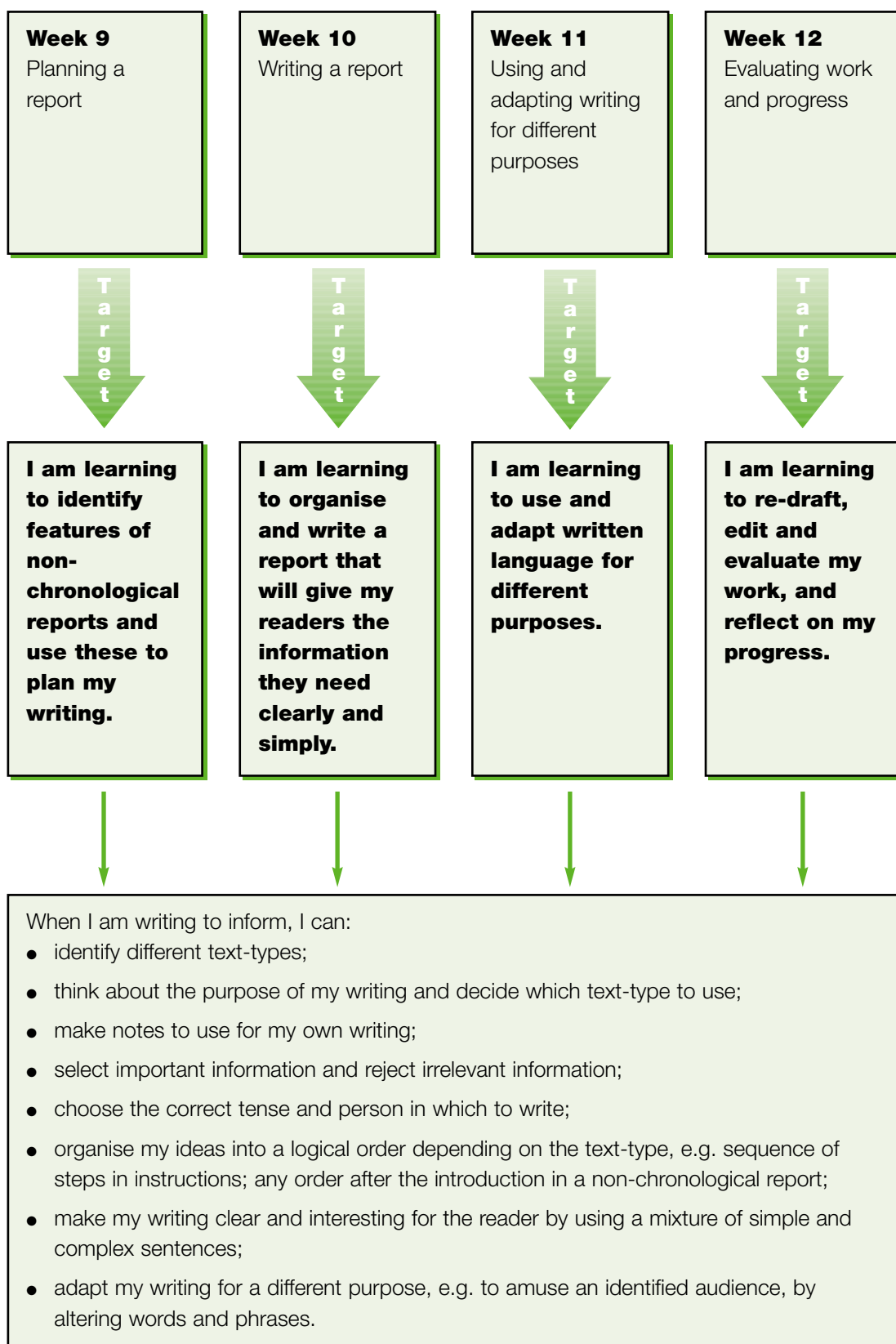
- The FLS programme provides additional opportunities for children to consolidate key literacy objectives. It is designed to run in addition to the literacy hour.
- Teachers are provided with notes each week to help them make links between their whole-class teaching and the work being done in the FLS group. Although the FLS group will be working at a different level, teachers should make opportunities to link into the whole-class sessions.
- Teachers can make more direct links where there is an overlap between the text focus for the literacy hour and the FLS materials, e.g. Module 2 – *Fantastic Tales*; Module 3 – *Writing to Inform*.
- The FLS text focus and outcome are designed to stand alone rather than be directly linked to whole-class teaching. The main emphasis is on helping children to transfer what they are learning within their FLS group to their independent reading and writing.

Resources and preparation

- **Teacher's book** – The teacher's book contains:
 - an overview of the FLS programme;
 - screening and selection materials (including the limbering up materials);
 - summaries for each module;
 - notes for the guided and independent sessions;
 - guidance on the use of the homework material;
 - the relevant PCMs.
- **Teaching assistant's books** – There are three books, one for each module, each containing all the session notes and PCMs needed to deliver the module.
- **The FLS book** – Each child's book contains the support materials for all modules, a target plan for each module, blank sheets for writing and a target bank to be used for tracking progress.
- **Homework sheets** – These contain homework tasks that are related to each module but are not essential to it. The homework material is also on the accompanying CD-ROM.
- **CD-ROM** contains all material for the programme.

Module 3 *Writing to Inform* (Weeks 9–12)

Target plan



Further Literacy Support: PROGRAMME OVERVIEW

Module 3 *Writing to Inform* (Weeks 9 –12)

Week	Reading and writing targets	Key objectives
9	<p>R Y5 Knowing how texts work Know structures and grammatical features of a range of non-fiction text-types.</p> <p>W Y4 Process Use different ways to plan writing.</p> <p>W Y5 Process Map text structures and lines of development.</p>	<p>Y5 T1 Text 26 To make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk, and to build on these notes in their own writing or speaking.</p> <p>Y5 T2 Text 22 To plan, compose, edit and refine short non-chronological reports ... using reading as a source, focusing on clarity, conciseness and impersonal style.</p> <p>Y5 T1 Text 13 To map out texts showing development and structure ...</p>
10	<p>W Y5 Style: sentence construction Select appropriate word order in sentences to create interest and to increase precision, clarity and economy.</p>	<p>Y5 T2 Text 22 Plan, compose, edit and refine short non-chronological reports ... focusing on clarity, conciseness and impersonal style.</p> <p>Y5 T1 Sentence 3 To discuss, proofread and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions.</p>

Speaking and Listening	Outcome
<p>Y4 T3 Text 20 To summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words.</p> <p>Y5 T1 Text 23 To discuss the purpose of note taking and how this influences the nature of notes made.</p>	Plan a non-chronological report.
<p>Y5 T2 Sentence 8 To construct sentences in different ways, while retaining meaning, through writing them in more telegraphic ways.</p>	Write a non-chronological report on children in schools.

Week	Reading and writing targets	Key objectives
11	<p>R Y5 Word recognition and phonic knowledge Use knowledge of word roots, derivations and spelling patterns to read unknown words.</p> <p>W Y4 Purpose and organisation In non-fiction, attempt to interest, instruct, persuade or amuse the reader.</p> <p>W Y5 Style: language effects Use appropriate grammatical features for different text-types.</p>	<p>Y5 T1 Sentence 2 To understand the basic conventions of standard English and consider when and why standard English is used.</p> <p>Y5 T2 Sentence 3 To understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures.</p> <p>Y5 T1 Sentence 9 To identify the imperative form in instructional writing ... and use this awareness when writing for this purpose.</p>
12	<p>W Y5 Process Refine own writing and evaluate work.</p> <p>W Y5 Style: language effects Use well-chosen phrases and vocabulary to engage the reader.</p>	<p>Y4 T3 Text 23 To present a point of view in writing, e.g. in the form of a letter ... selecting style and vocabulary appropriate to the reader.</p> <p>Y5 T2 Text 13 To review and edit writing to produce a final form, matched to the needs of an identified reader.</p> <p>Y5 T2 Text 24 To evaluate their work.</p> <p>Y5 T1 Sentence 3 To discuss, proofread and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions.</p> <p>Y5 T1 Sentence 8 To revise and extend work on verbs, focusing on person: 1st, 2nd, 3rd ... experiment with transforming tense / form / person ... discuss changes that need to be made and effects on meaning.</p>

	Speaking and Listening	Outcome
		Sections of a spoof report. Instructions for finding the school from a specified location.
	QCA Y5 T2 Discussion and group interaction Explaining, reporting and evaluating.	Suggestions for presentation of FLS work. Persuasive letter.

Module 3: *Writing to Inform* Summary

	Timing	Monday	Tuesday
Week 9	During literacy hour	Guided reading (teacher) Identifying key features of a report.	Independent activity Children identify and note structure of a report.
	Outside literacy hour		Supported session 9:1 Map report text on to a report 'skeleton' or spidergram.
	Supplementary homework	Homework task Reading journal: How an author has made you laugh.	Homework task Spelling: Adding the prefix 'al' and the suffix 'ful'.
Week 10	During literacy hour	Guided writing (teacher) Writing a section of the report using demonstration and supported composition.	Independent activity Children annotate 'lessons' and 'school dinners' sections of spidergram.
	Outside literacy hour		Supported session 10:1 Sequencing ideas and composing sentences.
	Supplementary homework	Homework task Generating antonyms.	Homework task Checking a report for consistent use of present tense.

	Wednesday	Thursday	Friday
		Independent activity Children make notes for a report on 'Earth children at school'.	
	Supported session 9:2 Children make notes for a report.		Supported session 9:3 Children organise notes under spidergram headings.
	Homework task Using connectives.		
		Independent activity Children complete the section begun in Supported session 10:2.	
	Supported session 10:2 Writing a further section of the report.		Supported session 10:3 Writing a further section of their report. Review progress towards weekly target.
	Homework task Using causal connectives.		

	Timing	Monday	Tuesday
Week 11	During literacy hour	Guided reading (teacher) Teacher introduces a spoof report and shows children how the author has used and adapted language to humorous effect.	Independent activity Children read another spoof and identify words and phrases as in guided session.
	Outside literacy hour		Supported session 11:1 Writing a section of the report as a spoof.
	Supplementary homework	Homework task Reading journal: Spidergram.	Homework task Spelling: Hard and soft C
Week 12	During literacy hour	Guided writing (teacher) Teacher shows pupils how to re-draft and edit writing for an identified reader.	Independent activity Children re-draft and edit their completed reports for the <i>Encyclopaedia Intergalactica</i> .
	Outside literacy hour		Supported session 12:1 Children evaluate their reports, using 'I can' statements.
	Supplementary homework	Homework task Using and defining technical terms.	Homework task Using imperative verbs.

	Wednesday	Thursday	Friday
		Independent activity Children complete spoofs from Supported session 11:2.	
	Supported session 11:2 Children write a spoof section of their report.		Supported session 11:3 Writing instructions: 'How to reach the school nearest your landing site' for their report.
	Homework task Reading journal: a slogan		
		Independent activity Children write a persuasive letter to their headteacher.	
	Supported session 12:2 Children discuss how they could display, present or perform their work for a wider audience, and prepare to write a persuasive letter to the headteacher, asking for permission.		Supported session 12:3 Children evaluate their progress as learners during the programme.
	Homework task Writing instructions.		

Week 9

Notes for teacher and teaching assistant

Focus for the week: Planning a report

Through reading, the children will identify the structure and language features of a non-chronological report. They will use a 'spidergram' as a graphic organiser to help them make and categorise notes for a report on 'Earth schools' for an imagined audience of aliens.

Links with whole-class teaching

The FLS group is working during their additional sessions on objectives which may be different from those being taught in the whole-class literacy sessions. The following prompts are to help you to make links and involve the FLS group in the whole-class part of the literacy hour.

Text level

If you are currently looking at reports, draw attention to the key features of this text-type and involve the group in discussing them. In work in other curriculum areas, support children in identifying reports in texts (in books and in ICT) and, if appropriate, provide opportunities to make notes in a variety of ways.

Sentence level

During shared reading and writing, reinforce the children's understanding of tense and person in relation to verbs.

Word level

Involve the group in identifying words which have prefixes and suffixes, particularly '-all' and '-full'.

Sharing work

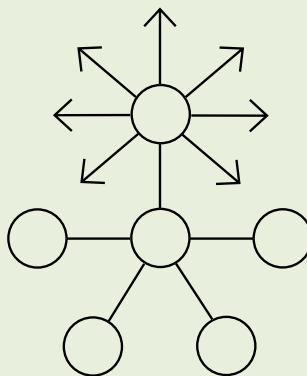
On Thursday, the FLS group will recast information from two texts into labelled diagrams. They could present this work to the rest of the class, explaining how they selected relevant information and rejected the irrelevant.

Key points

The purpose of a report is to provide facts and to describe the way things are in a clear, simple way. Reports are:

- written in the present (not past or future) tense, e.g. 'Elephants have large ears and use them to keep cool';
- about general, not particular, subjects, e.g. 'Elephants' not 'Jumbo the zoo elephant';
- written in the third person (they, he, she, it) not the first person (I, we) or the second person (you);
- non-chronological, which means 'not in time order'. After the introduction, the paragraphs or sections of a report can be organised in any order.

A 'spidergram' or report skeleton is a useful way to plan and think about the structure of a report.



A blank spidergram

- The content/source material for this report comes partly from the supplied reading and partly from the children's existing knowledge about school.

Planning / review sheet for teacher and teaching assistant**Teacher's comments on guided reading****Teaching assistant's comments on group this week**

e.g. evidence of learning; completion of independent tasks; issues arising; questions for teacher

Teacher's comments (to be added at end of the week)

e.g. evidence of children transferring learning; issues arising; questions for teaching assistant

MODULE 3 WEEK 9

Summary – Week 9

Focus for the week: Planning a report

Week 9	During literacy hour	Outside literacy hour	Preparation and resources
Monday	Guided reading (teacher) Identifying key features of a report.		PCM 1 / FLS Book page 56 e-mail 'Earth dogs' PCM 2 / FLS Book page 57 'Key features of effective reports'
		Homework task Reading journal: How an author has made you laugh.	Homework Activity Sheet 1
Tuesday	Independent activity Children identify and note structure of a report.		FLS Book page 58 e-mail 'Dogs on Earth'
		Supported session 9:1 Map report text on to a report 'skeleton' or spidergram.	PCM 2 / FLS Book page 57 'Key features of effective reports' FLS Book page 58 e-mail 'Dogs on Earth' PCM 3 'Template spidergram for report' Flipchart and paper
		Homework task Spelling: Adding the prefix 'al' and the suffix 'ful'.	Homework Activity Sheet 2 Work out the rule time
Wednesday		Supported session 9:2 Children make notes for a report.	PCM 2 / FLS Book page 57 'Key features of effective reports'
		Homework task Using connectives	Homework Activity Sheet 3 Complex combos
Thursday	Independent activity Children make notes for a report on 'Earth children at school'.		Paper
Friday		Supported session 9:3 Children organise notes under spidergram headings.	PCM 3 'Template spidergram for report' PCM 4 'Earth children at school' spidergram Sticky notes Children's notes from Supported session 9:2

Notes for the teacher to use in the session and for the teaching assistant's reference

- Aims:** To read examples of non-chronological reports and identify their key features
- Objectives:** **Y5 T1 Text 26** To make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk, and to build on these notes in their own writing or speaking
- Y5 T2 Text 22** To plan, compose, edit and refine short non-chronological reports ... using reading as a source, focusing on clarity, conciseness and impersonal style
- **Tell the group that in this last module they will work on a piece of writing that provides information. If possible, show a couple of information guides as examples – e.g. an entry in an encyclopaedia. Ask them all to think of where they would look for information about, say, the Greeks, or rivers (non-fiction topic books, encyclopaedia, websites, etc.). Explain that they will mostly write their guide as a non-chronological report, but will also include some instructions. Remind them that non-chronological means ‘not in time order’. Tell them that their guide will be about something they know a lot about – school. They will imagine that their guide is for very particular readers: aliens who are learning about life on earth.**
 - **Show the group the poster for this module, and introduce this week's target: ‘I am learning to identify features of non-chronological reports and use these to plan my writing’.**

Book introduction	<ul style="list-style-type: none"> ● Ask the children to imagine that aliens or people from another world are interested in our planet and are collecting information about life on earth. They might even publish it in an <i>Encyclopaedia Intergalactica</i>. ● Explain that they are going to look at an e-mail message from the editor of this encyclopaedia. ● Introduce the text e-mail ‘Earth dogs’ (PCM 1, FLS Book page 56). Explain to children that as they read it you want them to think about what has caused this e-mail to be sent.
Strategy check	<ul style="list-style-type: none"> ● Ask children to review the strategies they can use to tackle unfamiliar or technical vocabulary.
Independent reading	<ul style="list-style-type: none"> ● Children read the text independently. Monitor and support their independent reading.
Return to text	<ul style="list-style-type: none"> ● Prompt children to explain what has gone wrong with the report on ‘Earth dogs’.
Response to text	<ul style="list-style-type: none"> ● Introduce ‘Key features of effective reports’ (PCM 2, FLS Book page 57) and use it to remind children of the structure of non-chronological reports. ● Ask children to discuss the text they have read in relation to each of these key features. ● Ensure that children understand that although the <i>Encyclopaedia Intergalactica</i> has not described the way things really are (the first key feature), the other text features of a report are all present.

MODULE 3 WEEK 9

Week 9: Tuesday

Independent activity

To be introduced by the teacher as part of the literacy hour on Tuesday

Objective	<ul style="list-style-type: none"> ● Y5 T1 Text 26 Make notes for different purposes, e.g. noting key points ...
Activity	<ul style="list-style-type: none"> ● Children read another non-chronological report and note down suitable subheadings for each section. They also check the text against the 'Key features of effective reports'.
Links to supported sessions	<ul style="list-style-type: none"> ● Builds on work in guided reading session. Key features of reports will be referred to in subsequent supported sessions.
Resources	<ul style="list-style-type: none"> ● FLS Book page 58 e-mail 'Dogs on Earth' ● FLS Book page 57 'Key features of effective reports'

Week 9: Thursday

Independent activity

To be introduced by the teaching assistant at the end of Supported session 9:2 on Wednesday and by the teacher as part of the literacy hour on Thursday

Objective	<ul style="list-style-type: none"> ● Y5 T2 Text 22 Plan, compose, edit and refine short non-chronological reports ... using reading as a source ...
Activity	<ul style="list-style-type: none"> ● Children individually list, in brief note form, suggestions for aspects of school life that could be written about in the report on 'Earth children at school'.
Links to supported sessions	<ul style="list-style-type: none"> ● This activity will encourage children to understand the value of early identification of potential areas to be covered in a report and the efficiency of recording those areas as brief notes.
Resources	<ul style="list-style-type: none"> ● Paper

Teaching sequence	Session notes
On your marks Recap of key features of reports <ul style="list-style-type: none"> Describe the way things are Use present tense Provide information General points Non-chronological Third person 	<ul style="list-style-type: none"> This week you've started a new module on writing information. You've read and talked about some reports. Reports describe what things are like, or what they were like if they're giving us information about the past. What else do you know about reports? Children respond. We'll have the checklist up as a reminder. Display checklist. Let's remind ourselves of this week's target: 'I am learning to identify features of non-chronological reports and use these to plan my writing'. This is so we can imagine we are helping the Encyclopaedia Intergalactica by writing a report on 'Earth children at school' for readers from another galaxy.
Get set Show organisational device	<ul style="list-style-type: none"> When we read and wrote myths, we used a Story Staircase to show how stories are built up. We're going to look at how reports are built up now, using this skeleton. Show report skeleton. It's a way of showing how reports are organised and written, and it'll be really useful when we start to write our own. It's also called a 'spidergram' – any ideas why? Children respond. The idea is that the subject, or topic, is written in the middle, and the rest of the information is sorted out into categories or sections and joined to the topic in the middle by a spider leg. So a report could have four spiders or ten spiders, depending on how many sections of information there are.
Go Paired discussion and note making	<ul style="list-style-type: none"> Give each pair a sheet of paper and ask children to turn to the 'Dogs on earth' text. Ask them to draw a circle in the middle of the paper and write 'Dogs on earth' in it. We're going to look at one of the reports you've already read, and see if it is organised in this way by seeing if we can put the sections on to this spidergram. Scribe 'Dogs on earth' in the middle of the central circle of a spidergram. Now, in pairs, re-read the text and discuss how many sections you think there are in that report, and what each section is about. Then draw the number of sections you'll need and write a note in each section that summarises what information is in it – just key words will do. You could use the subheadings that you added to the text to help you. Children work in pairs.
Finishing line Use key words to summarise	<ul style="list-style-type: none"> Right, let's see how many sections you needed. Children give feedback. Yes, you need a section for each paragraph, don't you, so that's five in all. What did you write in each? Take feedback, establishing that you are summarising the content of the paragraph using a few key words. Suitable section headings include: 'What dogs are', 'Dogs' habits', 'Pet dogs', 'Caring for dogs', 'Working dogs'. Tomorrow, we're going to start planning the non-chronological reports that you're going to write for the Encyclopaedia Intergalactica. They need a report about 'Children on earth' and we're going to write part of that report – a section on children at school.
Resources	<ul style="list-style-type: none"> PCM 2 'Key features of effective reports' FLS Book page 58 'Dogs on Earth' PCM 3 'Template spidergram for report' Sheets of paper Flipchart

Teaching sequence	Session notes
On your marks Key features of reports Use of spidergram	<ul style="list-style-type: none"> Yesterday we used a special diagram to show how reports are created – can anyone remember what it's called? Take feedback. Today we're going to start our report about 'Earth children at school'. We will need to create our reports by thinking of what we need to include. Then tomorrow we'll organise the information using a spidergram. We've got the key features here as a reminder.
Get set Decide who they are writing for and why	<ul style="list-style-type: none"> Now you all know a great deal of information that you could include in your report for the Encyclopaedia Intergalactica. But we need to think about who the audience is. That means, who it's for, and what the purpose is; that is, why do they need it? That will help us organise what information should go in, and what can be left out. Turn to your partner and describe the audience for our guide, and why they need it. Children talk in pairs, then give feedback. The audience is aliens or visitors from another planet or galaxy, isn't it? And the purpose is to give them information about children at school, as part of a longer report on 'Children on earth'. So, if that's the audience and the purpose for our writing, let's think about what to include. Remember that one of the key features of reports is that they are about general subjects, not particular ones. That means when you write a report about children at school, it will be about children and their schools in general, not this particular school.
Go Independent note making	<ul style="list-style-type: none"> I'd like you to make notes on your own, please, of a few things you think the aliens need to know about children at school. Just write key words – there's no need to write in sentences when you're making notes. You've got about five minutes for that. Children work independently.
Finishing line Share notes Prepare to organise information	<ul style="list-style-type: none"> Let's hear some of your ideas. I expect lots of you will have the same things noted down, but they won't all be identical. Children give feedback. In tomorrow's independent activity you'll add to your list, making notes of as many different things about school as you can think of. In the next session, we'll start thinking about how you could sort out the information into sections. Remember, effective reports give the information really clearly and simply.
Resources	<ul style="list-style-type: none"> PCM 2 'Key features of effective reports' Sheets of paper

Teaching sequence	Session notes
On your marks What to include in Guide for Schools	<ul style="list-style-type: none"> You've all got the notes you made about bits of information you think the report on 'Earth children at school' will need to include. Today we're going to organise that information into sections so that our reports will be really clear and easy to read, even for an alien.
Get set Collect information	<ul style="list-style-type: none"> I want each of you in turn to read out one of your ideas, and then I'll make a note of it. We'll go round and round until all the ideas are on sticky notes, then I'll show you how we can organise them. If someone says an idea that you've had, don't read that one out, pick a different one.
Go Demonstrate organising information into sections Sort ideas into groups	<ul style="list-style-type: none"> Record children's ideas on separate sticky notes. Now, we've got lots of ideas to sort out. So we need to think about how we can group them together. Let's start by making a spidergram to organise them. Refer to blank spidergram and scribe 'School' in the middle circle. We need to think about the sections that we are likely to need – I think we'll need a section about lessons, so I'll write 'lessons' in one circle. In another circle I'll write 'adults' because we must have a section about the adults children work with in schools. Then I'll write 'playtime' in this circle and in the next circle I'll write 'school dinners' because that's another section. I think there's one more section 'What schools look like', so I'll put that in the last circle. Complete the spider diagram by writing those headings in the circles (see PCM 4 for reference). We need to put all the ones that are about the same kind of thing together don't we? Take one of the sticky notes, read it out and ask children to discuss in pairs which section it should go in. Take ideas and then place the sticky note in the most appropriate section. The headings supplied will cover all relevant points, but you may have to use your judgement when the right section is not immediately obvious – for example, 'taking the register' could be part of 'lessons' or 'adults who work in school'. If children make suggestions which are not relevant to 'Earth Children at School' explain why you are not going to use that idea. Repeat for each sticky note. Now we'll check that we have got enough ideas in each section.
Finishing line Demonstrate reviewing the plan Refer to target and reflect on personal progress	<ul style="list-style-type: none"> Briefly review the spidergram, summarising the ideas that have been suggested for each section. Add one or two ideas for any section that seems to have insufficient suggested content. This spidergram has helped us to organise our ideas and that will help us to start to write the report next week. Look at this week's target and decide if you do know the key features of reports. I'll take down the checklist!
Resources	<ul style="list-style-type: none"> PCM 3 'Report skeleton' PCM 4 'Earth children at school' spidergram Sticky notes Children's ideas prepared in Supported session 9:2

Week **10**

Focus for the week: Writing a non-chronological report

The children will develop their planning notes and begin writing sections of their report on 'Earth children at school'.

Links with whole-class teaching

The FLS group is working during their additional sessions on objectives which may be different from those being taught in the whole-class literacy sessions. The following prompts are to help you to make links and involve the FLS group in the whole-class part of the literacy hour.

Text level

Where possible, draw attention in shared reading and in work in other curriculum areas, to examples of clarity and conciseness in non-fiction texts, whether in books or on screen. Involve the group in discussing this in relation to purpose and audience.

Sentence level

In shared writing sessions, demonstrate checking sentences for consistency of tense and person, and varying sentence length by combining short sentences using a variety of connectives, including pronouns.

Sharing work

By Friday the FLS group will have written several sections of their 'Earth children at school' report. Try to find a time when these could be presented to the class as a whole. Members of the class could respond in role as the intended audience of alien visitors by asking further questions about earth schools.

Key points

- If sections of a report are given subheadings it helps the reader and makes the report clearer.
- These summarise the information that will follow, e.g. 'Elephants' feeding habits' or 'Baby elephants'.
- They can be written as questions a reader might ask, e.g. 'What do elephants eat?' or 'How big are baby elephants?'
- Reports can sound a bit stilted if the information is listed in lots of short, similar sentences.
- It is more readable if some of those sentences can be combined using connectives such as 'that', 'because', 'which', 'although', 'when', 'who', etc.
- For example, 'Elephants need access to water. They drink it and bathe in it.' could become 'Elephants need access to water, which they use for drinking and bathing'.
- The questions 'Who? Where? When? What? and Why?' are sometimes useful prompts to support planning for a report.

Teacher's comments on guided writing**Teaching assistant's comments on group this week**

e.g. evidence of learning; completion of independent tasks; issues arising; questions for teacher

Teacher's comments (to be added at end of the week)

e.g. evidence of children transferring learning; issues arising; questions for teaching assistant

MODULE 3 WEEK 10

Summary – Week 10

Focus for the week: Writing a non-chronological report

Week 10	During literacy hour	Outside literacy hour	Preparation and resources
Monday	Guided writing (teacher) Writing a section of the report using demonstration and supported composition.		Completed spidergram from Supported session 9:3 Whiteboards and pens
		Homework task Generating antonyms.	Homework Activity Sheet 4 'Hunting for antonyms'
Tuesday	Independent activity Children annotate 'Lessons' and 'School dinners' sections of spidergram.		FLS Book page 59 'Earth children at school' spidergram
		Supported session 10:1 Sequencing ideas and composing sentences.	Completed FLS Book page 59 'Earth children at school' spidergram FLS Book page 68 Lessons
		Homework task Checking a report for consistent use of present tense.	Homework Activity Sheet 5 'Report writing is tense work'
Wednesday		Supported session 10:2 Writing a further section of the report.	PCM 2 'Key features of effective reports' FLS Book page 59 'Earth children at school' spidergram FLS Book pages 69–70 'Adults who work in school'
		Homework task Using causal connectives.	Homework Activity Sheet 6 'Why did they do that?'
Thursday	Independent activity Children complete the section begun in Supported session 10:2.		FLS Book page 59 'Earth children at school' spidergram FLS Book pages 69–70 'Adults who work in school' PCM 2 'Key features of effective reports'
Friday		Supported session 10:3 Writing a further section of their report. Review progress towards weekly target.	Copy of completed spidergram from Supported session 9:3 PCM 2 'Key features of effective reports' FLS Book page 71 Playtime Flipchart

Notes for the teacher to use in the session and for the teaching assistant's reference

Aims: To turn the notes from Week 9 into a written report

Objective: Y5 T2 Text 22 Plan, compose, edit and refine short non-chronological reports ... focusing on clarity, conciseness and impersonal style

- **Show the group the poster for this module, and introduce this week's target: 'I am learning to organise and write a report that will give my readers the information they need clearly and simply'.**

Introduction	<ul style="list-style-type: none"> ● Using completed spidergram from Supported session 9:3, recap the sections that will make up the report on 'Earth children at school' for the <i>Encyclopaedia Intergalactica</i>. ● Tell the children that the first circle (where you have written the title 'Earth children at school') needs to be written as an introduction.
Demonstration	<ul style="list-style-type: none"> ● <i>I'm going to start my introduction by explaining very simply what schools are. I have to remember that my audience – the readers of the Encyclopaedia Intergalactica – won't necessarily know anything about schools, so I've got to make it very clear. I'll start very simply.</i> ● Scribe: 'Earth children go on most days to a place called school.' ● <i>Now in my next sentence I'll introduce all the ideas that are going to make up the main part of my report. I won't go into detail because we'll put that into the paragraphs that go with each section – but I'll just give the reader an idea of what they are going to learn about.</i> ● <i>The spidergram's really useful for this sentence because it reminds me of what's going to be in my report and because I just wrote a few key words in each circle it helps me put those ideas into my sentence in just a few words.</i> ● Scribe: 'While they are at school children go to lessons, have some time to play and eat their dinner and are looked after by adult humans'. ● Re-read the two sentences.
Supported composition	<ul style="list-style-type: none"> ● <i>Now I've still got one section on our spidergram that I haven't mentioned yet in my introduction – 'What schools look like'. So I need another sentence about that.</i> ● Scribe: 'Schools are buildings that include classrooms, a hall'. ● <i>We need to finish the sentence by listing the main parts of the school.</i> ● Ask children in pairs to finish the sentence on their whiteboards. ● Take suggestions and from their ideas complete the sentence. Draw attention to the use of the comma to separate the items in the list.
Independent composition	<ul style="list-style-type: none"> ● <i>Now I think this introduction needs one final sentence. We need to explain about older children and younger children going to different schools. The last sentence needs to make that really clear.</i> ● Children individually write the final sentence.
Conclusion	<ul style="list-style-type: none"> ● Ask children to share in pairs the sentences they have written. Take suggestions from the group. Choose one, improving it if appropriate and add to the demo sentences. Read the completed paragraph.
Resources	<ul style="list-style-type: none"> ● Completed spidergram from Supported session 9:3 (PCM 4) ● Whiteboards & pens

MODULE 3 WEEK 10

Week 10: Tuesday

Independent activity

To be introduced by the teacher as part of the literacy hour on Tuesday

Objective	<ul style="list-style-type: none"> ● Y5 T2 Text 22 Plan, compose, edit and refine short non-chronological reports ... focusing on clarity, conciseness and impersonal style
Activity	<ul style="list-style-type: none"> ● Children annotate the spidergram for the group report with notes of ideas for inclusion within the 'Lessons' and 'School dinners' sections of the report.
Links to supported sessions	<ul style="list-style-type: none"> ● This activity builds on Supported session 9.3 and is intended to help children identify essential information.
Resources	<ul style="list-style-type: none"> ● FLS Book page 59 'Earth children at school' spidergram

Week 10: Thursday

Independent activity

To be introduced by the teaching assistant at the end of Supported session 10:2 on Wednesday and by the teacher as part of the literacy hour on Thursday

Objective	<ul style="list-style-type: none"> ● Y5 T2 Text 22 Plan, compose, edit and refine short non-chronological reports ...
Activity	<ul style="list-style-type: none"> ● Children complete the section of the report begun in Supported session 10:2 by writing about the jobs of two more adults in schools. They use the 'Key features' checklist to help them.
Links to supported sessions	<ul style="list-style-type: none"> ● Builds on the demonstration writing in Supported session 10:2.
Resources	<ul style="list-style-type: none"> ● FLS Book page 57 'Key features of effective reports' ● FLS Book page 59 'Earth children at school' spidergram ● FLS Book pages 69–70 'Adults who work in school'

Week 10: Tuesday

Supported session 10:1

Teaching sequence	Session notes
On your marks Recap of purpose	<ul style="list-style-type: none"> This week we'll carry on turning our spidergram into a report on 'Earth children at school' for the Encyclopaedia Intergalactica. Your target this week is: 'I am learning to organise and write a report that will give my readers the information they need clearly and simply.'
Get set Listing ideas	<ul style="list-style-type: none"> In your FLS Book page you've listed some ideas about what should go in the section on lessons. Let's collect those ideas together. Go round the group taking one idea from each in turn and writing them up as a list. Repetitions of the same basic idea should be acknowledged but do not need to be added to the list. Now that we've made a list of our ideas for the section we need to think about the order in which we'll put those points in a paragraph.
Go Sequencing Justifying the sequence	<ul style="list-style-type: none"> Talk to a partner about what you think is the most important idea in the list. Children discuss in pairs. Then take suggestions and agree on one point. Write number '1' beside that point. Now if that is the point we're going to start our paragraph with, which of our points does it make most sense to have next? Take suggestions from the group, asking for reasons for the suggestion. Agree on one suggestion and write number '2' beside that point. Repeat until point number three has been identified. We need to keep the paragraphs short in this particular section, so we'll write just about the three most important points. If we were writing a longer report just about lessons we could write about more points.
Finishing line Talk for writing Children compose independently Refer to target	<ul style="list-style-type: none"> Now we're going to start to write the paragraph. We know which idea we are going to begin with – it's number 1. So think carefully about a sentence which explains that idea. Think about what you might write, then share your sentence with your partner. Partners check that the sentence you hear makes sense. When you've shared your sentences and checked them, then write them down in your FLS Book, page 68. Then go on to the next point and do the same thing again. Keep going until you've written about each of the three points. Give time for children to write. You've had to think hard today about organising your ideas into a sensible sequence, which is an important part of this week's target.
Resources	<ul style="list-style-type: none"> Individual spidergrams from Tuesday's independent session Whiteboard or flipchart Completed FLS Book page 59 'Earth children at school' spidergram FLS Book page 68 'Lessons'

Teaching sequence	Session notes
On your marks Recap what's been covered	<ul style="list-style-type: none"> Let's recap on how much of your report on schools you've written already. So far we've written the introduction and the paragraph on lessons. If we look at our spidergram, we can see the sections left to write, and today we're going to work on the paragraph about the adults who help children at school.
Get set Focus on what adults do in school Establishing a sequence	<ul style="list-style-type: none"> The first thing we have to do is to make some notes about the key ideas for this paragraph. Think of all the people who work in a school – teachers, headteacher, teaching assistants, secretary and so on. You don't have to write about them all. Decide which of them you think the aliens would need to know about. Quickly make a short list of the people who work in a school and then when your list is finished, put number '1' by the job which you think is most important, then write number '2' by what you think is the second most important job and so on until you have numbered everything on your list. Give time for children to quickly write and number their lists. In discussion children compare lists. In a minute, you're going to start to turn your plan into a paragraph, but we'll start one together. Then you can do your paragraph on your own.
Go Demonstrations writing – the headteacher Use checklist of key features Join two sentences to improve Oral rehearsal Active listening Independent composition	<ul style="list-style-type: none"> I'm going to have the Key features checklist here to refer to, and to remind me of what I must remember. On my list I've put the 'headteacher' at number 1 so that's the first job I'm going to write about in my paragraph.. Scribe 'Headteacher'. I need to explain that this is the person in charge of the school, so they know it's an important job, then say some of the things headteachers do to give them more information. Scribe 'The headteacher is the leader of the school. He or she has to sort out any problems. He or she organises the other adults and tells the children what to do. Children can be sent to the headteacher if they do something particularly good, or very bad. Headteachers have their own office. They do lots of paperwork.' I need to check I've written it in the present tense, and in the third person. Read through it and tell me if I have. Children reread to check. As I was rereading, I noticed a couple of things I'm not happy with – I've used lots of short sentences and it all sounds a bit the same. I need to combine some of those sentences if I can. I'm going to join the first two sentences together by using 'who'. Scribe crossing out the first full stop, and 'He or she' and replacing it all with 'who'. Reread, to demonstrate that this 'flows' better. 'The Headteacher is the leader of the school who has to sort out any problems'. That sounds better. I can do something similar with the last two sentences by using the word 'where'. Can you tell me how? Children respond. Scribe removing the full stop, replacing the capital 'T' in 'They' with a lower case 't' and inserting 'where'. Reread. I'll copy up these sentences so you can include them in your paragraph if you want to. So if you chose headteacher as the most important job on your list I want you to work now on the job that you put second. I want you to tell your partner what you are planning to write about it. Partner, listen carefully and check it makes sense, is in the present, and in the third person. Children orally rehearse sentences in pairs. Now you can write this subsection – don't forget to give it a sub-heading: 'Teaching Assistant' or 'Secretary' or whatever, before you start. Support pupils as they write independently.

Week 10: Wednesday contd.

Supported session 10:2

Teaching sequence	Session notes
Finishing line Preparation for independent session	<ul style="list-style-type: none"> Today we've started to write another section of your report. In your independent session tomorrow, I want you to choose some more adults, and write about their jobs, so that this section is finished. You'll have the checklist to refer to so you can check you are writing an effective report.
Resources	<ul style="list-style-type: none"> PCM 2 'Key features of effective reports' FLS Book page 59 'Earth children at school' spidergram FLS Book pages 69–70 'Adults who work in school' Flipchart

Week 10: Friday

Supported session 10:3

Teaching sequence	Session notes
On your marks	<ul style="list-style-type: none"> You've completed quite a few sections of your report. Today I want you to write one more section, about playtime, so that your Encyclopaedia Intergalactica report will have quite a lot of information in it.
Get set Recall previous learning in pairs Prepare for writing by establishing a sequence	<ul style="list-style-type: none"> I'd like to see if you can do most of this yourselves, so what I'm going to do is ask you to use the 'Playtime' part of your spidergram to help you get started. But to help you I'm going to show you another planning tool which will help you organise your ideas. When you're deciding what to put in a report, it's helpful sometimes to ask five questions – you can think of each question being a finger on your hand. That helps you to remember that there are five questions. As a visual reminder to the children, use the fingers on one hand to 'count off' each of the following five questions. The questions are Who? Where? When? What? and Why? If you look at the 'Playtime' section on your spidergram you'll see that it has just five arrows coming out from the spider. At the end of each arrow I want you to write one of those five questions – Who? Where? When? What? and Why? Children write the questions on the spidergram. Now you can use those questions to help you plan very quickly. I'll show you how. I'll take the first question: Who? That tells me that to begin I need to say who playtime is for. So I could write as my opening 'All the children have playtime'. The next question is Where? So my next sentence could begin 'Playtime happens on a large space next to the school building called a ...'. And then when I'd finished that sentence I'd go on to use each of the other questions in turn, finishing up with Why? – which is where I'd have to explain what the purpose of playtime is – to give children a break from lessons, so that they can get some fresh air and so on. Now I want you to use each of those questions, starting with Who? Think carefully about each of your sentences before you start to write in your FLS Book on page 71. Off you go.
Go Independent composition	<ul style="list-style-type: none"> Support children as they compose independently. Ask them to refer to the checklist of key features when they have finished a subsection.
Finishing line Refer to target Reflect on own learning	<ul style="list-style-type: none"> You've completed most of your report now, well done. There will be some other sections to add in the next two weeks. Look at this week's target, and think about how much of it you've achieved. Which bits of this target are trickiest for you personally? Children respond if they wish.
Resources	<ul style="list-style-type: none"> PCM 2 'Key features of effective reports' FLS Book page 59 'Earth children at school' spidergram FLS Book page 71 'Playtime'

Week 11

Focus for the week: Using and adapting writing for different purposes

The children will read a 'joke' report and identify how language has been used and adapted to create humour. They will explore the effects of playing with language by composing a report as if written by aliens who have insufficient information. At the end of the week they will write a set of instructions to incorporate into their report for the *Encyclopaedia Intergalactica*.

Links with whole-class teaching

The FLS group is working during their additional sessions on objectives which may be different from those being taught in the whole-class literacy sessions. The following prompts are to help you to make links and involve the FLS group in the whole-class part of the literacy hour.

Text level

If appropriate, briefly discuss with the class the concept of spoofs or parodies, and collect examples from film, TV, radio or books, so that everyone understands the notion.

Sentence level

During shared reading and writing, take the opportunity to discuss the uses of standard and non-standard English, reinforcing the idea of choosing a style of writing appropriate to the purpose and audience. Talk about the effect of changing sentence construction in different ways.

Draw attention to examples of verbs in texts, and involve the group in identifying any uses of the imperative.

Word level

In teacher scribing, involve the group in the selection of words and phrases, discussing the different effects created by altering the choice of vocabulary.

Sharing work

The children will write instructions for finding their school from a designated spot. It would be very helpful if a means of testing the validity of these instructions could be found. For example, other children in the class could be given copies of the instructions to check and suggestions fed back as to how they might be improved.

Key points

Joke or 'spoof' reports are basically a form of parody. The humour is achieved by using the conventions of report-writing, commonly associated with straight, factual and, usually, reliable accounts, to write an account which is full of inaccuracies or misunderstandings.

- Instructions can take the form of a recipe or any other set of step-by-step procedures.
- Their purpose is to explain 'How to...' very clearly.
- They are written in chronological (time) order, often using numbered steps or bullet points for clarity.
- The verbs are usually 'imperative', that is, commanding or 'bossy' verbs which occur at the beginning of the sentence or phrase, such as '*Remove* the wheel nuts', '*Cut* out the shapes', '*Stick* the two halves together', etc. Adjectives and adverbs are only occasionally necessary, e.g. 'Take the *red* wire and connect it', 'Lift the circle of pastry *carefully*', and should only be used if they make the instructions more precise.

Teacher's comments on guided reading**Teaching assistant's comments on group this week**

e.g. evidence of learning; completion of independent tasks; issues arising; questions for teacher

Teacher's comments (to be added at end of the week)

e.g. evidence of children transferring learning; issues arising; questions for teaching assistant

MODULE 3 WEEK 11

Summary – Week 11

Focus for the week: Using and adapting writing for different purposes

Week 11	During literacy hour	Outside literacy hour	Preparation and resources
Monday	Guided reading (teacher) Teacher introduces a spoof report and shows children how the author has used and adapted language to humorous effect.		<i>Dr Xargle's Book of Earthlets</i> by Jeanne Willis and Tony Ross FLS Book pages 60–61 text of <i>Dr Xargle's Book of Earthlets</i>
		Homework task Reading journal: spidergram	Homework Activity Sheet 7
Tuesday	Independent activity Children read another spoof and identify words and phrases as in guided session.		Copies of any books in the 'Dr Xargle' series or PCM 7 'Earth hospitals'
		Supported session 11:1 Writing a section of the report as a spoof.	PCM 5 'Refuelling' Flipchart FLS Book page 59 'Earth children at school' spidergram
		Homework task Spelling: Hard and soft C	Homework Activity Sheet 8 'What sound can you C?'
Wednesday		Supported session 11:2 Children write a spoof section of their report.	List made by TA in Supported session 11:1 Whiteboards and pens
		Homework task Reading journal: a slogan	Homework Activity Sheet 9
Thursday	Independent activity Children complete spoofs from Supported session 11:2.		FLS Book page 72 'Joke report on playtime' FLS Book page 73 Joke report page
Friday		Supported session 11:3 Writing instructions: 'How to reach the school nearest your landing site' for their report.	PCM 6 'Key features of effective instructions' FLS Book page 75 'Planning grid for instructions for finding Earth School'

Notes for the teacher to use in the session and for the teaching assistant's reference

- Aims:** To identify how authors use language to create particular effects
To consider how standard English can be adapted for particular purposes
- Objectives:** **Y5 T1 Sentence 2** To understand the basic conventions of standard English and consider when and why standard English is used
Y5 T2 Sentence 3 To understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures
- **Show the group the poster for this module and introduce this week's target: 'I am learning to use and adapt written language for different purposes'.**

Book introduction	<ul style="list-style-type: none"> • Introduce 'Dr Xargle's Book of Earthlets' and tell the group that it is a version of a non-chronological report – not a serious one, but a joke report, or send-up of a report about earth babies by an alien. (Use examples from TV and film to consolidate the concept of 'spoof' if necessary.) • Read the book to them, and ask them if they can identify what makes it funny, aside from the pictures. • Try to draw out that it's mainly because we as readers know that Dr Xargle has made mistakes – he has misunderstood things about babies, and also misuses some words. • To demonstrate this, look at the paragraph that begins, 'They have one head ...' and discuss the effect of the words 'only', 'tentacles', 'pheelers' and 'leggies'. Point out that the last two are not real words at all, but a visiting alien might have heard them and thought they were. • Ask the children to read the rest of the text (FLS Book pages 60–61) in pairs, underline examples of words and phrases used for humorous effect, and think of why they are amusing.
Strategy check	<ul style="list-style-type: none"> • Ask children to review the strategies they can use to tackle unfamiliar or strange words.
Independent reading	<ul style="list-style-type: none"> • Support and monitor children's paired reading and discussion.
Return to text	<ul style="list-style-type: none"> • Collect examples of relevant words and phrases, e.g. 'wild beasts', 'claws', 'fur', 'hairdo', 'fangs', 'hole in their face', 'stop them exploding', 'prong', 'eggmangle' etc. • Encourage the children to discuss the fact that part of the reason we find these funny is because we know what it <i>should</i> say: Dr Xargle thinks he's the expert on Earthlets but he's got lots of things wrong, e.g. the page on babies' nappies – 'must be pulled up by the back tentacles and folded in half'.
Response to text	<ul style="list-style-type: none"> • Explain to the children that the reports they've written about Earth schools were in standard English, which is the language we normally use when we write. • This week, in some of their sessions, they are going to explore how they can alter and play with language by rewriting some sections of their report in non-standard English, as if someone like Dr Xargle had written it, i.e. as a spoof. • Ask them to consider who the audience would be for these spoof reports (e.g. their friends and classmates, or anyone who would enjoy the joke). Allow a few minutes for children to discuss their ideas.
Resources	<ul style="list-style-type: none"> • <i>Dr Xargle's Book of Earthlets</i> by Jeanne Willis and Tony Ross • FLS Book pages 60–61 text of <i>Dr Xargle's Book of Earthlets</i>

MODULE 3 WEEK 11

Week 11: Tuesday

Independent activity

To be introduced by the teacher as part of the literacy hour on Tuesday

Objectives	<ul style="list-style-type: none"> ● Y5 T1 Sentence 2 To understand the basic conventions of standard English and consider when and why standard English is used ● Y5 T2 Sentence 3 To understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures
Activity	<ul style="list-style-type: none"> ● Children read <i>Dr Xargle's Book of Earth Tiggers</i> or <i>Dr Xargle's Book of Earth Hounds</i> or PCM 7 'Earth hospitals', and identify words and phrases used for humorous effect, as they did in their guided reading session.
Links to supported sessions	<ul style="list-style-type: none"> ● This is preparation for rewriting part of their report on earth schools as a spoof.
Success criteria	<ul style="list-style-type: none"> ● Children identify words and phrases used for humorous effect.
Resources	<ul style="list-style-type: none"> ● Copies of any 'Dr Xargle' books, or PCM 7 'Earth hospitals'

Week 11: Thursday

Independent activity

To be introduced by the teaching assistant at the end of Supported session 11:2 on Wednesday and by the teacher as part of the literacy hour on Thursday

Objective	<ul style="list-style-type: none"> ● Y5 T2 Sentence 3 To understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures
Activity	<ul style="list-style-type: none"> ● Children complete their joke report on playtimes, and then write another brief spoof, either about one of the adult roles in school, or about school trips in earth schools.
Links to supported sessions	<ul style="list-style-type: none"> ● Follows on directly from Supported sessions 11:1 and 11:2.
Success criteria	<ul style="list-style-type: none"> ● Children independently complete joke report.
Resources	<ul style="list-style-type: none"> ● Work begun in Supported session 11:2 FLS Book pages 72–73

Teaching sequence	Session notes
On your marks Clarify learning intention – introduce writing a ‘joke’ report	<ul style="list-style-type: none"> Today we’re going to follow up the work you did in your guided reading and independent sessions. You saw how authors sometimes alter words and play with language when the purpose of their writing is to amuse the reader. Your target this week is: ‘I am learning to use and adapt written language for different purposes.’ We’re going to write a joke report to show the sort of text a visiting alien like Dr Xargle might write.
Get set Recap previous learning Picking out amusing words	<ul style="list-style-type: none"> Let’s start by remembering some of the words and phrases you picked out as amusing when you were reading. Can you give us an example, and more importantly, tell us why you think it was funny? Children respond. The main point is that what’s written is partly right, but a bit mixed up, or with some of the wrong words used. I’m going to show you what I mean by writing a joke report about dinnertime in schools, as if I were an alien like Dr Xargle.
Go Demonstration writing about school dinners as a joke Talk with a partner	<ul style="list-style-type: none"> I need to think now about my subheading for this – I want to think about how the visitor from another galaxy might see dinnertime in schools. I’m going to use the subheading ‘Refuelling’, because I think that is how the alien might see eating food. It suggests eating is rather like putting petrol in a car, or fuel in a machine, doesn’t it? Scribe: ‘Earth children need frequent refuelling and this procedure takes place in the middle of the day. Two very inefficient methods are used.’ Why have I written ‘very inefficient methods’? What does it imply about the way the alien thinks? Turn to your partner and share your ideas. Children discuss and respond. I think an alien might think our way of refuelling – eating – is time-consuming and complicated, and should be simpler. I’m going to imagine what the visitor might think about seeing children line up to get their school dinner. Scribe: ‘For schooldinners, children are handed fuel by uniformed attendants, which they then pass into the refuelling socket in their faces.’ Why do you think I’ve written ‘schooldinners’ all as one word, and why have I used the phrase ‘refuelling socket’? Children respond. Yes, ‘school dinners’ sounds like all one word, to someone who doesn’t know how it’s written doesn’t it? And ‘refuelling socket’ sounds technical, as if it’s part of a machine. Now I’m going to add a line where the alien says how they think children could be ‘refuelled’ more efficiently. Scribe: ‘A much quicker method would be for the attendants to fill each child using a hose.’ I wrote that the alien noticed two methods of refuelling, so I need to write about the second one now, which is children eating packed lunches. What might the alien think about that? Children respond. I think I’ll write: Scribe: ‘The ‘packedlunch’ system is even less efficient. Each child is given a box of fuel, but these seem always to be wrongly filled. Most children have to exchange fuel items with another child, and the items known as ‘samwidges’ are often left unused.’ Let’s reread what I’ve written and then turn to your partner and see if you can spot some of the words I’ve used in these last two sentences to make them a bit funny. Children discuss in pairs.
Finishing line Preparation for next session – plan joke report on playtime	<ul style="list-style-type: none"> Tomorrow, you’re going to have a go at writing a joke section of your report. Look at the list of points you made on your spidergram (FLS Book page 59) about ‘Playtime’. Tomorrow we’ll discuss how an alien visitor might misinterpret or not understand them. Remember the sorts of techniques I used today, and be thinking of how you might use them tomorrow.
Resources	<ul style="list-style-type: none"> PCM 5 ‘Refuelling’ FLS Book page 59 ‘Earth children at school’ spidergram

Teaching sequence	Session notes
On your marks Establish purpose – to adapt report to amuse	<ul style="list-style-type: none"> • This week your target is 'I am learning to use and adapt written language for different purposes.' In your guided session, your teacher showed you how authors can do this, and now you're going to have a go yourselves. • Remember, the purpose of your real reports was to give information, but the purpose of the joke report will be to amuse your readers. • Yesterday I wrote a joke report on dinnertime in school, and today we're going to write one together about playtimes. • Scribe: 'Playtime' as a heading.
Get set Recap on playtime Talk with a partner	<ul style="list-style-type: none"> • Look at the list we made of some of the things that happen at playtime. • Refer to list which might include: football, other ball games, chasing, skipping, going on the climbing frame, talking, arguing, falling over / getting hurt, adults on duty, etc. • Let's start with the fact that all the children suddenly come into the playground several times a day, as an introduction. What might an alien think was happening? Talk to your partner, then we'll hear your ideas. • Children discuss in pairs and feed back. • So we could begin this joke section by writing: • Scribe: 'For no apparent reason, at certain times of day all the children in the school run into the playground and shout a lot. This is very wasteful of fuel.' • What about football, or ball games generally? What might the alien think was going on? Share ideas with your partner. • Children discuss in pairs and feed back. • They might not understand the idea of a game at all, might they? You could start off: • Scribe: 'Children have lines of string called rope skippers and they use these to sweep the ground under their feet.' Can anyone think what I'm describing here?
Go Independent composition	<ul style="list-style-type: none"> • Now I want you to take a game that can happen at playtime, and think about how you might write about it as if an alien were describing it, and getting bits of it wrong. • Use your whiteboards to try out ideas, don't forget you can use the odd invented word, like I did yesterday and today, and then write in your FLS Book on the Joke Report page (page 73). • Support the children as they write independently.
Finishing line Respond to each other's work	<ul style="list-style-type: none"> • Would anyone like to read out one of their sentences for us? • Encourage children to respond constructively. • Tomorrow in your independent time you can finish this off, and then have a go at writing another spoof report, either about one of the adult jobs in school, perhaps the Premises Manager, or the cleaners.
Resources	<ul style="list-style-type: none"> • FLS Book page 72 'Joke report on playtime' • FLS Book page 59 'Earth children at school' spidergram • Whiteboards and pens

Teaching sequence	Session notes
<p>On your marks Introduce writing instructions to get to school</p> <p>Use purpose and audience to determine suitable form</p>	<ul style="list-style-type: none"> Yesterday you had time to finish your joke reports, and next week we're going to discuss how we might use them. Today we're going to write the final section of our real report for the Encyclopaedia Intergalactica. I want you to imagine that somehow or other, the alien pupils learning about earth schools have got hold of your report, have read all the information, and want to visit this school to see what it's like. How would they know where to find it? What do they need to find this school? Children respond. That's right, they might need a map, but definitely need information about how to reach the school from their landing site at _____. (Mention a suitable location not too far from your school, preferably one that necessitates turning some corners and crossing a road.) If we're going to write down for the aliens how to get from their landing site to here, which text-type are we going to write it in? Poem? Persuasion? Something else? It will be instructions, saying exactly how to find our school.
<p>Get set Activate prior knowledge – remind children what they know about instructions</p> <p>Consolidate key features of instructions:</p> <ul style="list-style-type: none"> Aim Materials Order Imperative Bullet points Short sentences 	<ul style="list-style-type: none"> I sometimes use written instructions when I'm cooking. Can you give me other examples of instructions that you know, apart from recipes? Children respond. Good, instructions for how to play a game, or how to use a new computer, programme a video – anything that tells you 'How to...' You've all written instructions before. Can you tell me some of the key features of effective instructions? How should they be written? Children give feedback. Let's look at this checklist, and see if you remembered them all. Talk through PCM 6 'Key features of effective instructions'. This second bullet point, 'List the equipment / materials needed' is often really important, especially in a recipe. What about the instructions for how to get from one place to another – will there be equipment or materials needed? Children respond. There won't be any for these particular instructions, will there? Remember, 'imperative' verbs are 'commanding' verbs, like sit or cut. In instructions we don't say 'I will mix the cake' but simply 'Mix the cake'. Let's talk through the route from the aliens' landing site to this school. Establish the route to be taken.
<p>Go Independent composition</p>	<ul style="list-style-type: none"> Ask children to find FLS Book page 75 'Planning grid for instructions'. I'd like you to use this planning grid to help you write really clear instructions for the aliens. In the space where it says 'Equipment / materials' you can just write 'None'. Off you go. Support pupils by encouraging them to refer to the checklist.
<p>Finishing line Paired evaluation</p> <p>Refer to target</p> <p>Reflect on learning</p>	<ul style="list-style-type: none"> Now I'd like you to swap instructions with a partner, and evaluate their instructions using the checklist. Have they used all those key features? Children read one another's work and evaluate. Finally, let's look at this week's target. Can you each tell me one way in which you've used or adapted your writing for a particular purpose? Children give feedback.
<p>Resources</p>	<ul style="list-style-type: none"> PCM 6 'Key features of effective instructions' FLS Book page 75 'Planning grid for instructions for finding Earth School'

Week **12**

Focus for the week: Evaluating work and progress

The children will complete their reports for the *Encyclopaedia Intergalactica*, redraft and edit them. They will evaluate their written reports and then discuss how their work in FLS sessions could be presented to a wider audience. They will write a letter to their headteacher, persuading him or her to agree to the proposed presentation. Finally they will evaluate their own progress as learners during the FLS programme.

Links with whole-class teaching

The FLS group is working during their additional sessions on objectives which may be different from those being taught in the whole-class literacy sessions. The following prompts are to help you to make links and involve the FLS group in the whole-class part of the literacy hour.

Text level

In shared writing, involve the group in suggesting revisions that could be made. Encourage them to think about the needs of the reader and talk about what can be added, clarified, removed or corrected.

If working on instructional or persuasive texts, expect the group to identify and use the key features of these text types.

Sentence level

Talk about ways to join ideas within sentences using connectives and commas. Involve the group in identifying complex sentences within texts.

Word level

Involve the group in identifying misspelt words and strategies for spelling words correctly.

Sharing work

When the children have completed this module, they will undertake a self-evaluation of their own progress, and aspects of this could be celebrated with the rest of the class.

Key points

Re-drafting means improving writing by reviewing and altering the content and the language used.

Editing means improving writing by checking and altering any mistakes in spelling and punctuation.

Recap of key features of text-types:

Reports:

- describe the way things are;
- are written in the present tense and the third person;
- provide information clearly and simply;
- focus on general, not particular or personal participants;
- are non-chronological.

Instructions:

- start by stating the aim;
- list any equipment or materials needed;
- are written in sequential order;
- use imperative verbs;
- use bullet points or numbered steps;
- use short, clear sentences.

Persuasive texts:

- state the point of view clearly;
- try to get the reader on your side;
- provide evidence to back up the arguments;
- use persuasive language.

Teacher's comments on guided writing**Teaching assistant's comments on group this week**

e.g. evidence of learning; completion of independent tasks; issues arising; questions for teacher

Teacher's comments (to be added at end of the week)

e.g. evidence of children transferring learning; issues arising; questions for teaching assistant

MODULE 3 WEEK 12

Summary – Week 12

Focus for the week: Evaluating work and progress

Week 12	During literacy hour	Outside literacy hour	Preparation and resources
Monday	Guided writing (teacher) Teacher shows pupils how to re-draft and edit writing for an identified reader.		PCM 8 'Guide for aliens' FLS Book page 62 'Guide for aliens'
		Homework task Using and defining technical terms	Homework Activity Sheet 10 'Hunting the technosaurus'
Tuesday	Independent activity Children re-draft and edit their completed reports for the <i>Encyclopaedia Intergalactica</i>		FLS Book page 63 'Checklist for re-drafting and editing'
		Supported session 12:1 Children evaluate their reports, using 'I can' statements.	Three copies of each of PCMs 9 and 10, cut into individual statements and put into three mixed sets
		Homework task Using imperative verbs	Homework Activity Sheet 11 'Tell me what to do'
Wednesday		Supported session 12:2 Children discuss how they could display, present or perform their work for a wider audience, and prepare to write a persuasive letter to the headteacher asking for permission.	FLS Book page 64 'Argument planning framework'
		Homework task Writing instructions	Homework Activity Sheet 12 'To operate reverse hyperdrive'
Thursday	Independent activity Children write a persuasive letter to their headteacher.		FLS Book page 64 'Argument planning framework'
Friday		Supported session 12:3 Children evaluate their progress as learners during the programme.	FLS Book page 65 'Things that help me as a learner'

Notes for the teacher to use in the session and for the teaching assistant's reference

Aims: To show children how to redraft and edit written text

Objectives: Y5 T2 Text 13 To review and edit writing to produce a final form, matched to the needs of an identified reader

Y5 T1 Sentence 3 To discuss, proofread and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions

Y5 T1 Sentence 8 To revise and extend work on verbs focusing on: person 1st, 2nd, 3rd ... experiment with transforming tense / form person ... discuss changes that need to be made and effects on meaning.

- **Show the group the poster for this module and introduce this week's target: 'I am learning to redraft, edit and evaluate my work, and reflect on my progress.'**

Introduction	<ul style="list-style-type: none"> ● Tell the group that part of the week's work will be to complete their report on 'Earth children at school' for the <i>Encyclopaedia Intergalactica</i>, and then they will move on to planning how to present their achievements and progress to other people in the school. ● Clarify the difference between redrafting and editing. Explain that you are going to show them how to improve a piece of writing, so that they can improve their report by looking at three things: <ul style="list-style-type: none"> – identifying misspelt words and using a range of strategies to spell them correctly; – adapting the writing to meet the needs of an identified reader; – using complex sentences. ● The text is a first draft to go on the back of the <i>Encyclopaedia Intergalactica</i>, rather like a book blurb.
Demonstration	<ul style="list-style-type: none"> ● Give each child a copy of the text 'Guide for aliens'. Use an enlarged version to demonstrate teaching points. Read through the whole text together first. Ask the group to work in pairs and identify any words spelt incorrectly. Take feedback as a group and list all misspelt words. Ask for strategies to spell difficult words. Demonstrate each strategy to correct an error. For example, change 'desined' to 'designed' using knowledge of silent letters, and of the root word 'sign'; change 'carefuley' to 'carefully' using knowledge that words ending in '-ful'; take '-ly'; 'feetures' to 'features' using knowledge of vowel phonemes; their to there, using analogy with 'here'. <p>Ask the group to identify the needs of the readers and the purpose of the text. Draw out that a blurb has to appeal to the reader, in this case aliens. Remind the group of their work in Module 1 on persuasive techniques, and ask them to suggest a more welcoming title than 'Guide for aliens', e.g. 'Welcome to earth!' or 'So you want to visit an earth school?'. Ask them to identify the person in which it is written (third) and what the effect would be of altering it to second person (more welcoming tone). Ask them to go through the text, altering relevant nouns and pronouns, and re-reading to check they have not missed any out. Scribe agreed changes.</p> <p>Tell them to consider the first two sentences. Can they suggest ways of combining them to make a complex sentence? Ask pairs to try out ideas on whiteboards. Scribe a suitable alternative, e.g. 'This guide has been carefully designed to inform you clearly and concisely about earth schools, in preparation for your visit.' Next, look at the bullet points. Help the children to see the need to combine the sentences in each bullet point to help the text to 'flow', e.g. 'Instructions, showing you how to find the nearest school to your landing site.' Ask children to write an alternative complex sentence for each bullet point on their whiteboards, discussing their suggestions for each one.</p>
Conclusion	<ul style="list-style-type: none"> ● Say they will have tomorrow's independent time to go through their 'report', improving it through redrafting and editing. They will have a checklist to help them. They can then add the 'blurb' they've worked on today for the back cover.
Resources	<ul style="list-style-type: none"> ● PCM 8 'Guide for aliens' enlarged ● FLS Book page 62 'Guide for aliens' ● Whiteboards

MODULE **3** WEEK **12****Week 12: Tuesday****Independent activity**

To be introduced by the teacher as part of the literacy hour on Tuesday

Objectives	<ul style="list-style-type: none"> ● Y5 T2 Text 13 To review and edit writing to produce a final form, matched to the needs of an identified reader ● Y5 T1 Sentence 3 To discuss, proofread and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions
Activity	<ul style="list-style-type: none"> ● Children edit their school report for the <i>Encyclopaedia Intergalactica</i> using the checklist as a guide. Copy up revised 'blurb'.
Links to supported sessions	<ul style="list-style-type: none"> ● In the next supported session, children will evaluate their completed report.
Resources	<ul style="list-style-type: none"> ● FLS Book page 63 'Checklist for re-drafting and editing' ● Dictionaries ● FLS Book page 76 Back cover

Week 12: Thursday**Independent activity**

To be introduced by the teaching assistant at the end of Supported session 12:2 on Wednesday and by the teacher as part of the literacy hour on Thursday

Objective	<ul style="list-style-type: none"> ● Y4 T3 Text 23 To present a point of view in writing, e.g. in the form of a letter ... selecting style and vocabulary appropriate to the reader
Activity	<ul style="list-style-type: none"> ● Children write a letter to their headteacher to persuade her / him to allow the group to organise a display or presentation of their FLS work, as agreed in Supported session 12:2.
Links to supported sessions	<ul style="list-style-type: none"> ● Completes work started in Supported session 12:2.
Resources	<ul style="list-style-type: none"> ● FLS Book page 64, 'Argument planning framework'

Teaching sequence	Session notes
On your marks Recap on how to improve your work	<ul style="list-style-type: none"> Earlier you had time to go through your Encyclopaedia Intergalactica report to see if you could improve it by redrafting some of the sentences, or editing it. Would anyone like to tell us of any improvements they made? Children respond. Today we're going to spend time evaluating the work you've done, so you can be clear about what you're able to do and the areas you still need to work on to improve even more.
Get set Consolidate knowledge of types of writing: <ul style="list-style-type: none"> Non-chronological reports Instructions 	<ul style="list-style-type: none"> In your report on 'Earth children at school' for the Encyclopaedia Intergalactica, you've used two main text-types, non-chronological report and instructions. Before we get on to evaluating how well you can write each of those text-types now, you're going to do a quick sorting activity. I've taken the key features of each text-type, turned each of the features into an 'I can' statement, and mixed them up for you to sort out. I'll give each pair these two headings: 'When writing a non-chronological report...' and 'When writing instructions...' Then I'll give each pair a set of 'I can' statements for you to sort out and put under the right heading.
Go Sort 'I can' statements according to text-type Evaluate own writing against 'I can' statements	<ul style="list-style-type: none"> Give out headings to each pair, then a set of mixed 'I can' statements. Off you go. Children sort statements according to text-type. Support pairs as they sort out the statements. Now you've sorted them, let's use these 'I can' statements to evaluate your work. We'll do instructions first. Find the instructions you wrote for how to find the school from the landing site. You briefly looked at each other's instructions last week, but I want you to look at your own writing now, read each of the 'I can' statements for instructions in turn, and decide if you really can do what it says, or whether it's something you still need to improve. I'll give you five minutes or so. Children evaluate own instructional writing. If there's something you know you still need to work on, make a quick note of it. Now we'll do the same for your report writing. Repeat process using 'I can' statements for report writing.
Finishing line Identify personal targets Refer to target	<ul style="list-style-type: none"> You've probably found one or two things that you need to improve, either for report writing or instructional writing. As we go round the group, tell us what those things are, because they can be personal targets for you, next time you write those text-types. Children give feedback in turn. If you look at this week's target, you'll see you've done a lot in the last two days towards that target.
Resources	<ul style="list-style-type: none"> PCMs 9 and 10 'I Can' statements for instructions x 3, cut into individual statements. One set of each, mixed together, per pair.

Teaching sequence	Session notes
On your marks Clarify intention to validate achievements through display	<ul style="list-style-type: none"> We're nearly at the end of this Module, and of the whole FLS programme, so today I want us to spend some time thinking about how you can share all the good work you've done and all your achievements, with people other than just me and your teacher. We might set up a display of your work, or present it in assembly, or turn some of it into a performance for pupils to watch.
Get set Discuss alternative ways to present work	<ul style="list-style-type: none"> Let's start by thinking about what you've produced in this Module: your school report for the Encyclopaedia Intergalactica and your joke reports as well. They could be on display for people to read somewhere in the school, or you could work out a play scene where some aliens use the guide to visit school. Or maybe 2 lots of aliens, one using the spoof reports and the others using the real ones. What do you think would be the best way to present what you've done? Let's have some ideas. Children make suggestions, which are scribed. Now we need to think about the myths you wrote in Module 2, and your persuasive leaflets and letters from Module 1. Who would you like to show those to, and what would be the best way? Children make suggestions, which are scribed.
Go Decide how to present work Establish real purpose for writing letter to headteacher	<ul style="list-style-type: none"> Lead the group in a discussion about the presentation of their work. You need to have decided which way of presenting would be most suitable. Aim for a consensus on a form of presentation which you have already established will be allowed/encouraged by the teacher and the headteacher. What you are going to do in your independent session tomorrow is to write a formal letter to our headteacher persuading her / him to allow you to organise what we've agreed. So, you need to cast your mind back to what you did in Module 1 when you wrote a persuasive letter. That way it will be a really effective one.
Finishing line Recap prior learning on persuasive writing Consider how audience affects what we write Apply prior learning	<ul style="list-style-type: none"> To help you, you'll have a planning framework that you used before. Refer children to FLS Book page 64 In your first paragraph you'll tell the headteacher why you are writing, and what you want to happen, and then you'll give reasons and evidence in the next two paragraphs. Let's quickly think of some of the reasons you might give for being allowed to do what we've suggested. They must be things that will appeal to the headteacher, because that's who the letter is for. Children think of suitable reasons. Remember, your letter doesn't need to be long, but it must be persuasive, and it must be written as a letter. You could look back at the persuasive letter you wrote in Module 1, to remind yourself of how it's done.
Resources	<ul style="list-style-type: none"> FLS Book page 64, 'Argument planning framework'

Teaching sequence	Session notes
On your marks Clarify intentions	<ul style="list-style-type: none"> This will be our last FLS session together. After we've gone through the letters that you wrote yesterday, to check they are persuasive and set out in a proper letter format, we'll spend time evaluating what you've learned, and talking about how you use what you've learned in all your work in class.
Get set Peer evaluation	<ul style="list-style-type: none"> Swap letters with a partner, and as you read your partner's letter, check that it's written as a letter, and check that the reasons given are good ones for persuading the headteacher to allow us to do what we want. Children read letters and feed back to partners. Let's look again at this week's target: 'I am learning to redraft, edit and evaluate my work, and reflect on my progress.'
Go Review learning Identify skills that can be transferred Reflect on personal progress as a learner	<ul style="list-style-type: none"> First, redrafting and editing. Why are they important? Children give feedback. You've done quite a bit of re-drafting and editing throughout the FLS sessions. In fact, you did some this week with your teacher. Just think for a minute about which aspects of redrafting and editing you will need to concentrate on back in the classroom. Children reflect. Now, evaluating. That means reading through your writing after you've finished a part of it or all of it, and deciding if it's doing what it's meant to be doing. By that I mean, if it's a piece of writing that's meant to be grabbing the reader's attention, has it done so? Or if it's meant to be describing the setting so the reader can imagine it clearly, has it done that? Discuss with your partner what you've learned about evaluating your work, and how you will manage to do it back in the classroom. Children discuss in pairs. Next, reflecting on your progress. Let's start with your progress in writing. You've all got better at writing, so as we go round the group I want you to tell me two things that you've improved at in terms of writing. Children give feedback. Finally, there's your progress as a learner. Do you remember the session at the end of Module 2 when we talked about people's different learning styles, and I went through a list of some of the activities we'd done and you said which ones helped you to learn? That list was about writing stories. This list covers all sorts of learning, not just for literacy. Refer to FLS Book page 65, 'Things that help me as a learner'.
Finishing line Self evaluation	<ul style="list-style-type: none"> To finish up, I want you to go down this list and tick the ones that you find the most helpful when you're learning. Everyone finds different things useful, so don't worry if you only tick a couple. If you think of something that's not on this list, there's a space where you can write it in. Children read list and tick as appropriate. I'm going to share what you've written with your teacher, so they can be aware of the ways you learn best, so they can encourage and remind you to use them back in class.
Resources	<ul style="list-style-type: none"> FLS Book page 65 'Things that help me as a learner'

MODULE 3

END OF MODULE REVIEW SHEET FOR TEACHER AND TEACHING ASSISTANT

Teaching assistant's comments on the group at the end of Module 3

Examples

- Evidence of learning
- Completion of independent tasks
- Issues arising
- Questions for teacher

Comments by teacher and teaching assistant on progress in Module 3

Note the target that each child has set for themselves at the end of the module.

Name	
Progress	
Target	

Name	
Progress	
Target	

Name	
Progress	
Target	

Name	
Progress	
Target	

Name	
Progress	
Target	

Name	
Progress	
Target	