

## Teacher notes

# Full teaching sequence: School Report

Model text – School report for Anisha Begum, by Loretta Schauer

*In this two-week unit, pupils will read an imagined school report for a pupil called Anisha. They will have an opportunity to learn technical vocabulary related to education and can explore more formal vocabulary choices. Pupils will also look at irregular past tense verbs and explore how the present perfect verb form is used. It will culminate in them writing a school report for themselves. This unit addresses objectives within the English curriculum about writing for a real purpose and audience.*

Two fully resourced lessons are included for Year 3 English objectives:

- 1) To explore irregular past tense verbs**
- 2) To identify and use the present perfect tense**

Teacher notes, teaching slides and activity sheets are included to deliver these in a fun and interesting way, linked to the model text where appropriate.

There are opportunities to revisit previous writing skills such as subordination, the correct use of past and present tense and the use of commas for lists. There are also opportunities to teach other aspects of the Year 3 curriculum, including: extending sentences with a wider range of conjunctions; the use of conjunctions, adverbials and prepositions to express time, place and cause; the use of paragraphs organised around a theme; and the inclusion of organisational features such as headings and subheadings.

## Phase 1 – Familiarisation

Activity	Teaching points	Task
Hook – thinking about reports	<ul style="list-style-type: none"> <li>Ask the pupils to imagine they had to write a report for their pet (if they haven't got a pet, they can choose any animal they like and pretend it is their pet). What subjects would they be assessed on? What mark system would they use? What would they say their pet is good at and how could it improve? Get the children to jot down their ideas, then share them as a class. Is it easy or hard to give a fair report about someone or something?</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should write ideas of what might be included in a report about their pet.</li> </ul>
1) Read the model text	<ul style="list-style-type: none"> <li>What type of writing is this? (Non-chronological report). How do pupils know?</li> <li>Read the <b>model text</b> together. Explore the tense (mostly present perfect tense but some present tense where necessary and past tense for historical information). Also look at the structure and organisational features such as subheadings, paragraphs etc. Revisit other skills from previous years (commas for lists, co-ordinating conjunctions, subordinating conjunctions) and find examples of these in the model text.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils highlight examples of words and phrases revisited in the teaching points (present perfect tense verbs, past tense verbs, commas for lists, conjunctions, adverbials and pronouns, etc.).</li> </ul>
2) Discuss new vocabulary	<ul style="list-style-type: none"> <li>Use the <b>word cards</b> showing tier 2 vocabulary (confidence, collage, effort, improvement); tier 3 vocabulary (achieve, attain, progress, satisfactory) linked to education; and statutory spelling words (answer, continue, difficult, library, naughty, particularly, question, regular).</li> </ul>	<ul style="list-style-type: none"> <li>Pupils choose one category for assessing their pet and write a section of a report for them, mimicking the style of a report as much as possible, including using as many of the tier 3 and statutory spelling words as possible.</li> </ul>

## Phase 1 – Familiarisation

Activity	Teaching points	Task
		<p>For example: Walking. Fido continues to make satisfactory progress with his walking but there is still room for improvement. He has managed to achieve regular exercise but is still rather naughty when he sees a lamp post. He has also found it difficult to obey commands when he sees a cat.</p>
3) Writing opportunity	<p>➤ Briefly recap the hook activity and the use of the present perfect tense in the model text. Notice how there is a certain style of writing whereby the teachers try to be as fair and encouraging as possible but also make it clear where improvements could be made.</p>	<p>➤ Pupils choose one category for assessing their pet and write a section of a report for them, mimicking the style of a report as much as possible, including using as many of the tier 3 and statutory spelling words as possible. For example: <i>Walking. Fido continues to make satisfactory progress with his walking but there is still room for improvement. He has managed to achieve regular exercise but is still rather naughty when he sees a lamp post. He has also found it difficult to obey commands when he sees a cat.</i></p>

## Phase 2 – Teaching and rehearsing

Activity	Teaching points	Task
1) Vocabulary To explore irregular past tense verbs	<ul style="list-style-type: none"> <li>➤ See resource 1</li> </ul>	
2) Grammar To identify and use the present perfect tense.	<ul style="list-style-type: none"> <li>➤ See resource 2</li> </ul>	
3) Composition Topic sentences.	<ul style="list-style-type: none"> <li>➤ Recap how paragraphs are used to group information together. Explain that they should contain a topic sentence – usually the first sentence of the paragraph – that lets the reader know what that paragraph is all about. Review how this has been done in the model text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils choose four or five of the pet report assessment categories discussed in the hook activity and write a topic sentence only for each one.</li> </ul>

## Phase 3 – Application

Activity	Teaching points	Task
1) Investigate the features of reports	<ul style="list-style-type: none"> <li>➤ Reread the <b>model text</b> as a class.</li> <li>➤ Look at the <b>How to write a non-chronological report poster</b>. Can they find examples of these features in the model text? Is a school report any different from any other non-chronological report? What sort of things does the opening statement (attendance and overall behaviour) cover? Why are these not included in the paragraphs for each subject?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Look at other examples of non-chronological reports such as in information books, and find examples of features from the poster included in the resource pack.</li> </ul>
2) Plan writing	<ul style="list-style-type: none"> <li>➤ Look again at the model text. Look at the writer's craft task using the <b>instruction sheet</b> and introduce the task (to write a school report for themselves). Pupils should use the <b>report text margin planner</b> to organise their writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils plan their own report text using the original model text as a style guide but using their own ideas about how well they are doing in each subject at school.</li> </ul>
3) Writing a report text	<ul style="list-style-type: none"> <li>➤ Remind pupils what is needed for their writing, using the '<b>How to...</b>' <b>poster</b>, and recapping writing skills where necessary.</li> <li>➤ Look at the <b>writing skills check list</b> as a class and discuss how they could use these skills in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Give pupils the opportunity to write their own school report over several sessions.</li> <li>➤ Allow pupils time to proofread and edit their writing using the writing skills check at regular intervals. Ask them to focus on changing grammar, punctuation and vocabulary when editing their work.</li> </ul>