

# Literacy

Week commencing 1<sup>st</sup> February.



Monday

Last week we started looking at non-chronological reports.

Can you remember which features we found in the text on the video last week?

Have a look at the model text on the next slide and see which features are identified. How many did you remember?

## Title

## Subheadings

### The Loch Ness Monster

#### Introduction

Scientists first spotted Loch Ness Monsters, which many people doubt exist, in 1912. **Did you know that it is in fact an important part of the food chain of the Scottish lochs and is a vicious carnivore?** Inhabiting Loch Ness (on the west side of the hilly Scottish Highlands), this beast is able to survive thanks to a range of fascinating adaptations. This report will reveal the marvels and mysteries of this mythical animal's habitat, appearance and diet.

#### Rhetorical question

#### Appearance

This ferocious beast has a range of features, which enable it to capture its prey quickly and efficiently: green, leathery scales to **camouflage**, **rotating** eyes to spot prey and sharp teeth and claws. **Furthermore**, its long, razor sharp teeth (used to rip open tough sealskin) and 2ft long claws make Loch Ness Monsters extraordinary hunters.

#### Conjunction

#### Diet

This rare creature has a unique and specialised diet in order to help it to preserve energy. Predominantly, this fascinating species consumes eels and large fish, sometimes hunting otters. Did you know that each adult male needs to eat a minimum of 50kg of food each day to sustain its active lifestyle? However, Loch Ness monsters will rarely prey upon seals as they can lead to food poisoning.

#### Subject specific vocabulary

#### Habitat

Loch Ness Monsters are **native to Loch Ness** in the Scottish Highlands. The water is ice cold and the monsters have superbly adapted to suit the harsh environment where they live.

Rare sightings of this beast have given it a mythical status and now many people doubt whether it still does actually exist.

When you start to plan and write your non – chronological report, try to include some of these key features.

*Must	**Should	***Could
<ul style="list-style-type: none"><li>• Capital letters</li><li>• Full stops</li><li>• Title</li><li>• Sub-headings</li><li>• Factual language</li></ul>	<ul style="list-style-type: none"><li>• Commas</li><li>• Capital letters for proper nouns</li><li>• Subject specific vocabulary</li><li>• Present tense</li><li>• Third person</li><li>• Descriptive language</li></ul>	<ul style="list-style-type: none"><li>• Colon</li><li>• Rhetorical questions</li><li>• Relative clauses (which, that, who)</li><li>• Formal conjunctions (and, but)</li></ul>

# WALT: plan the opening of a non-chronological report.

This lesson is on Oak Academy. Please follow the link.

**Start the video at 8:08. Watch until the end and then come back!**

<https://classroom.thenational.academy/lessons/to-plan-the-opening-of-a-non-chronological-report-6dk6ce>

English

LO: To plan the opening of a  
non-chronological report  
Lesson 6 of 15

Miss Gardner



OAK  
NATIONAL  
ACADEMY

# Now, it's your turn!

- \* Use your notes from last week to plan the opening of your report. You can use some of your own ideas or you might want to 'magpie' some of the ideas from the video.
- \* Remember to keep the information general.
- \* You can print out the planning template or make notes in your book.

Don't forget to share your  
work on Dojo!

