Literacy

Week commencing 8th February.

Wednesday

WALT: edit a non-chronological report.

Starter

Today you can start by reminding yourself what a relative clause is so you can check that you have at least one in your report.

- * Watch the video clip on BBC Bitesize then do the activity (highlight the relative clause).
- * You could even try the quiz if you want to.

What are relative clauses?

https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt

Editing stations.

- * Today you are going to edit your work. Begin by putting all of your paragraphs onto one word document to make it easier for you to edit.
- * When you have done that, use the next slides to help you edit your report. These are the editing stations we use in school so you should recognise them.
- * Use a <u>purple pen</u> on the word document to show what you have edited.

Think pinks.

- * If you handed in your work on Teams your teacher will have marked it.
- * Read the feedback they gave you. Look at the 'think pinks' (targets or things to improve).
- * Edit your think pinks from each paragraph. Maybe you need to add a sentence with a conjunction or maybe you forgot to use punctuation like a question mark at the end of a rhetorical question. Edit it now using a purple pen on the word document.

EDITING STATION: SPELLINGS

Do any of your spellings look wrong? Make sure they are correct.

To help, you can use:

- Dictionary
- Spell check on the computer
 - Your grown up

Key year 3/4 words you may need:

Different, enough, exercise, famous, often,

popular, although, various

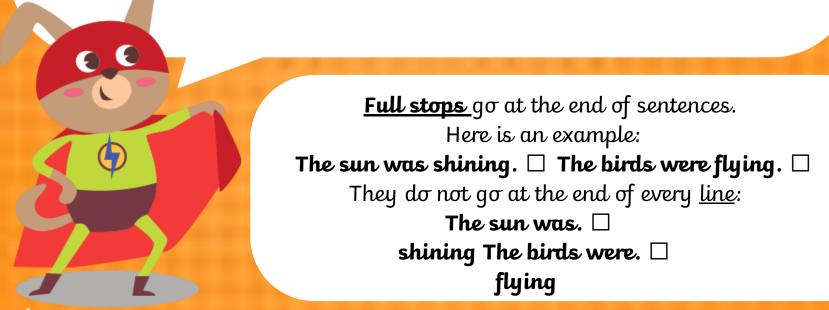


EDITING STATION: FULL STOPS AND CAPITAL LETTERS

Use capital letters for

- Beginning of sentences
 - Names
 - Places

(proper nouns)



EDITING STATION: Punctuation

Have you used commas correctly in a list?

Do you need a comma after a fronted adverbial?

Challenge – a colon or a dash if you

know how they work!



EDITING STATION: Features of a non-chronological report

- Facts and detail
- · Third person
- Present tense
- Subheadings
- · Subject specific vocabulary
- Connectives to add information (moreover, furthermore, also)

Remember the audience and purpose of the report.

Does your report **inform** the reader in a **clear**, **interesting and engaging way?**



EDITING STATION: Vocabulary

- Have you used **technical vocabulary** which relates to the subject?
 - Have you used the same word lots of times find a **synonym**!
- Have you started your sentences in different ways (not just with a noun or pronoun). Try a subordinating conjunction (I SAW A WABUB).
 - Have you used **FANBOYS** to link sentences together?

Remember – if you change words or phrases in your work, read through the whole text again to make sure that it still 'flows' and makes sense.

Check your work. Have you included everything from the toolkit? (If not, try to add it in now!)

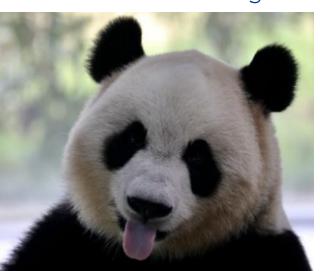
*Must	**Should	***Could
 Capital letters 	• Commas	• Colon
 Full stops 	 Capital letters for 	 Rhetorical
• Title	proper nouns	questions
 Sub-headings 	 Subject specific 	 Relative clauses
 Factual language 	vocabulary	(which, that,
	 Present tense 	who)
	 Third person 	• Formal
	 Descriptive 	conjunctions (and,
	language	but)

We have very nearly finished this literacy topic.

* Tell someone in your house 3 things that you have learnt about pandas.

* Can you remember at least 3 features of a non-

chronological report?





Don't forget to hand in your work on Teams!

