

# Literacy

Week commencing 8<sup>th</sup> February.



# Wednesday

WALT: edit a non-chronological report.

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 purple pen 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)



**Full stops** go at the end of sentences.

Here is an example:

**The sun was shining. □ The birds were flying. □**

They do not go at the end of every line:

**The sun was. □**

**shining The birds were. □**  
**flying**

## 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
<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>

# 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!

