

Non-Fiction Information Text

The Teaching Sequence for Writing

English KS1 Year 2



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English Key Stage 1 Year 2	It is very important that this unit is tailored to the needs of your class. The activity in this resource is a suggestion. You may choose to use the recommend approaches with an activity of your choice.
	Learning aims The Teaching Sequence for Writing is still the recommended approach to the teaching of reading and writing. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. This resource has cross-curricular links to science, and space.
Curriculum objective Non-statutory guidance. This unit focuses on the comprehension element of reading and the structure and construction of a non chronological report. It is assumed that this will be taught alongside daily phonics sessions which focus on the decoding element of reading. However, teachers should make sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills to revise and consolidate those grapheme-phoneme correspondences learnt earlier.	



Some slides contain additional teacher guidance in the 'Notes' area of the accompanying PowerPoint presentation, which will not be visible to the children. These are listed throughout the PowerPoint index on the following pages.

PowerPoint presentation

The accompanying PowerPoint presentation has 71 slides. Slides 1 to 9 are specifically for teachers; subsequent slides are intended to be used in the classroom with the children. The slides are indexed as follows:

- Slide 1: Title slide
- Slide 2: The teaching sequence for writing
 - Phase 1a: Reading with a reader's eye.
 - Phase 1b: Reading a writer's eye.
 - Phase 2: Capturing ideas, learning the skills, practising, planning, having a go.
 - Phase 3: Teacher modelling: planning, drafting, editing, writing.
- Slide 3: Explains Phase 1a and Phase 1b: The reading phase will be revisited several times over the duration of a sequence as further texts or extracts are introduced. With non-fiction, children need to see the structure and conventions of the selected text type.
- Slide 4: Teacher modelling of comprehending a text:
Phase 1a: Reading with a reader's eye: Do I like it? How does it affect me? Guidance from the Notes (as referred to above):

For teachers of children in Key Stage 1: 'Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.'

NC 2014 Non-statutory guidance.

This unit focuses on the comprehension element of reading and the structure and construction of a non chronological report. It is assumed that this will be taught alongside daily phonics sessions which focus on the decoding element of reading. However, teachers should make sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills to revise and consolidate those grapheme-phoneme correspondences learnt earlier.



- Slide 5: Teacher modelling of analysing a text.

Guidance from the Notes:

In Key Stage 1, the emphasis will be on the elements of writing which will serve to underpin children's writing throughout their primary years. The basic skills of identifying and applying basic sentence structure, joining sentences with joining words, basic punctuation to demarcate sentences and using etymological and morphological clues to construct words will all be introduced at this stage and should be revisited many times throughout Key Stage 1 and beyond.

NB Any words recorded on the working wall should be written in lower case unless they are proper nouns. Any sentences recorded on the working wall should be punctuated correctly. Drawing children's attention to these points reinforces basic sentence structure.

- Slide 6: Phase 2: Capturing ideas, learning the skills, practising, planning, having a go.

Guidance from the Notes:

The outcome of this unit can be whatever individual teachers prefer. The example shown in this presentation is for the children to produce, individually or in pairs, the page of a class book, but this could easily be an individual flap book, an oral presentation, a fact sheet, etc.

Children will be introduced to facts about the moon numerous times to ensure that they are informed, knowledgeable and confident to write. Teachers should decide how much information to provide, and how many sources to use, before children embark on their own information text.

- Slide 7: Phase 3: Teacher modelling, planning, drafting, editing, writing. (Guidance from the Notes, as above).
- Slide 8: Sets out how the children will learn: Familiarisation with the text type; capturing ideas; Teacher demonstration; Teacher scribing, supported writing, independent writing.

Guidance from the Notes:

Examples used in this unit are suggestions only. Teachers should select the most appropriate texts and/or websites for the children they teach, or replace them with ones of their own choosing if alternatives suit their purposes better. There are many occasions across the curriculum when children carry out activities which may become the context for writing a non chronological report, such as a report in science or geography. Teachers should select the ones which will work best for their circumstances.



- Slide 9: Sets up what the children will be learning throughout the unit.

Guidance from the Notes:

Teachers could identify other occasions across the primary curriculum when children need to learn about the features of something or someone, considering what it is (or was) like or what something is or was used for. Because the familiar chronology of a narrative is often absent in non fiction writing, children often find that organising information is challenging and they need plenty of opportunities for reading and writing non fiction texts. Before they can write about a topic, they must be taught to organise their thoughts and findings in a logical and cohesive way, and visual organisers can help with this.

NB if teachers prefer to approach this non fiction unit with an outcome of a chronological report, the 1969 moon landing or biographies of the astronauts would work equally well. In this case. the features will be the same apart from chronology, i.e. it will be written in the past tense, and this outcome of this unit will be a scaffolded piece of writing. As such, it should not be used for the assessment of children's writing but elements of writing that can be identified as being applied independently (i.e. not explicitly taught in this unit) should be credited. For example, if children correctly use apostrophes for possession after much practice in this unit, this could not be regarded as independent. However, if children demonstrate that they can, for example, use expanded noun phrases or remember punctuation independently in their writing, credit should be given for these elements.

- Slide 10: Title slide for the children.

Guidance from the Notes:

Exploring the factual content of the letters from Dr Isabella Starr, Rocket Scientist, and the facts presented in Chapter 8: Mission facts with Jasper, could be a starting point for further reading about similar topics.

Other recommended linked reading:

***I am the moon* by Rebecca and James McDonald**

***Counting on Katherine: How Katherine Johnson Put Astronauts on the Moon* by Helaine Becker (Author) & Dow Phumiruk (Illustrator)**

***Look Up!* by Nathan Bryon (Author) & Dapo Adeola (Illustrator)**

***The Moon Book* by Gail Gibbons**

***The Moon: Discover the Mysteries of Earth's Closest Neighbour (Space Explorers)* by Dr Sanlyn Buxner, Dr Pamela Gay & Dr Georgiana Kramer**



- Slide 11: Introduces the reading objectives and writing objectives.

Guidance from the Notes:

Teachers should consider the following focuses when teaching writing, and choose the most appropriate element for the children they teach (i.e. do not try and do too many at once).

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense.'

National Curriculum Year 1 2014

NB 40% of the grammar and punctuation requirements in the National Curriculum are introduced by the end of Year 2, so early introduction to concepts and frequent revisiting will really help children to grasp even the trickier concepts.

- Slide 12: Asks the children what they already know about the Earth and the moon.

Guidance from the Notes:

Encourage lots of discussion and questions and record what the children already know on a KWL grid (see next slide). Ask the children to consider what they would like to find out and record on the grid. This can be revisited later in the unit to review learning and to help children decide their choice of topic for the class book.

- Slide 13: Images of the sun, Earth and moon, along with simple facts.
- Slide 14: A KWL grid about the Earth, sun and moon. A copy of this grid is on the following pages of this PDF.
- Slide 15: Get ready for reading – moon watch.

Guidance in the Notes:

For teachers: for this activity, choose days in the month when the moon will be visible at a time when it would be practical for children to observe it. This is easier to accomplish in the winter months when darkness falls earlier and the children should look closely to see what shape the moon looks at different times. This is in order to gain a real image of how the moon appears to change shape over a month.

For accurate moonrise/ moonset times, visit <https://www.timeanddate.com/astronomy/uk> and enter your location.

The images of the moon are also provided on following pages of this PDF.



- Slide 16: Get ready for reading – watch and listen.

Guidance from the Notes:~

Present the children with a range of websites to look at. Ask them to identify any unknown language they find which is relevant to the topic. These websites are suggestions, but there are numerous similar ones available and teachers should select the best websites to meet the interests of the children they teach. If possible, links to these websites could be shared with parents and carers to reinforce the learning at home.

NB Check for the accurate use of terminology and accurate spelling presented in these videos and decide whether to include them or not. It is often the case that the rest of the information is sound and clearly explained with moving images which supports children's understanding.

- Slide 17: Get ready for reading – jigsaw discussion

In this activity, a strategy called *jigsawing* is adapted and used. This is a learning strategy designed to improve communication skills, comprehension and co-operative learning. Each child is assigned to a 'home' group. In that group, each child is assigned an aspect of the topic, and in this case the topic is the moon. The aspects suggested are *appearance*, *phases* and *visitors*. As there are 3 aspects of the topic, children should be placed in groups of 3, but this could be adapted if additional aspects are identified.

From the 'home' group, each child will specialise in the aspect they have been assigned. They will leave the 'home' group and join an 'expert' group, in which all the children in the group will focus on just one aspect from the three suggested. Children should then explore and discuss within this expert group what they know or have found out about their subject, thus becoming experts. After mastering the material, children return to the home group and share what they have found out with their home group members. An example of a graphic organiser is provided on the following slide if teachers wish the information to be recorded in this way.

In this strategy, each child in the home group is a piece of the topic's jigsaw. They can then work together to put the information together and complete the 'jigsaw puzzle'. To see an example of this technique in action, visit: [Reading Rockets, Jigsaw](#). NB In this classroom, a text is used for children to read. As the activity in this unit at this stage is getting ready for reading, a text is deliberately not used and children should focus on the facts presented to them in the suggested videos.



- Slide 18: Get ready for reading – jigsaw discussion.
- Slide 19: Get ready for reading – what will the writing contain?

Guidance from the Notes:

This activity is designed to introduce the children to the features of information texts in order to prepare them for reading and writing texts which inform. Read the short text to the children and ask them to spot features such as it is written in the present tense, is factual, informs. Record on the working wall for future reference. Full list of features follows which should be simplified and adapted if appropriate:

Non chronological report

Purpose: to describe the way things are

Features:

- Written in the present tense, but occasionally past when referring to a past event
 - Written to inform
 - Contains facts
 - Contains a description of the phenomenon
 - Non chronological
 - Sometimes poses a question
- Slide 20: Get ready for reading – new words.

Guidance from the Notes:

Pre-teaching vocabulary can help children to understand the text when it is read to them. Asking them to focus on particular words can help maintain attention and interest. These are words from the text occurring in the preceding videos (if used) and in the following texts as suggestions to explore further. Teachers should select from this list, or use different words to explore prior to reading the text. Encourage the children to participate and work out what the words mean. Notice that each word is repeated in the explanation. Repetition of the word can help children to remember.

NB Points to note

Satellites can be natural (i.e.moons) or artificial, such as space stations or weather stations.

Orbit can be a noun or a verb. The example here is shown as a noun but children may hear ‘orbit around the planet’ where it has been used as a verb. Not to be confused with rotation which refers to spinning on an axis.



For a fuller explanation of *gravity*, visit [NASA for kids](#).

Meteorite refers to a meteor that has survived the burn up through the earth's atmosphere and made it to the earth's surface. For a fuller explanation visit [NASA Solar System Exploration](#)

Phase can have more than one meaning. In relation to the moon, this is the explanation: phase refers to each of the aspects of the moon depending on the amount of illumination.

Spherical comes from the word sphere which means shaped like a ball.

Do not underestimate children's knowledge of this fascinating subject. There may be an expert in your class!

- Slide 21: Get ready for reading – spot the features.

Guidance from the Notes:

Stories: novels, comics, magazines, online games, films, television.

Non-fiction: books, encyclopaedias, magazine and newspaper articles, biographies and autobiographies, explanations, online factual sites.

Provide the children with a range of books both fiction and non-fiction and encourage them to spot the features of each.

- Slide 22: Get ready for reading -spot the difference.

Guidance from the Notes:

Ask the children to identify the text type from the slivers of text presented here. This can either be done as a whole class exercise or as a table activity in pairs or small groups. The phrases are also supplied on the following pages of this PDF.

- Slide 23: Get ready for reading – spot the difference. Shows a selection of fictional or non-fiction phrases.
- Slide 24: Phase 1a: Reading with a reader's eye: Do I like it? How does it affect me?

Guidance from the Notes:

Reading aloud with expression (prosody) is central to any reading and is often overlooked with non fiction. This needs to be modelled by the teacher.

Encourage children to share their ideas rather than trying to guess yours. This is crucial in developing a child's sense of themselves as a reader with valid views and opinions.



- Slide 25: Reading as a reader – moon facts.

Guidance from the Notes:

There are physical activities that can be carried out to demonstrate how far away the moon is from earth.

Try NASA's [Space Place: Explore Earth and Space!](#)

The earth, sun and moon are all *spherical*. Teachers can choose whether or not to introduce this word or to say 'shaped like a ball', but if used, a great song and video from Simple Science could also be used and the repetitive nature of the song supports children's understanding and helps them remember, for example: [Sun Earth Moon Song by Peter Weatherall](#)

- Slide 26: Reading as a reader – read the whole text.

Guidance from the Notes:

Model reading the whole text with prosody and encourage the children to join in. Note that some sentences have been combined into multi clause sentences which may be drawn to the children's attention. Whilst this feature is not a focus of this unit, it is nevertheless a valid feature which children may recognise and grasp.

NB This text can be simplified or made more challenging as required.

- Slide 27: Reading as a reader – scanning a text.

Guidance from the Notes:

The skill of scanning is not explicitly mentioned until later in the primary years but it is a vital skill for children to be able to retrieve information and therefore is worth teaching earlier. Giving children opportunities to practise this skill will stand them in good stead as they move through the school and there is an increasing expectation to find information quickly.

- Slide 28: Fastest finger first.

Guidance from the Notes:

This a game to be played often with many different texts and children never tire of it! It can support children's scanning skills and help them locate information quickly. An alternative approach is to have pairs of children as the 'Fastest Finger' and the 'Questioner' where they challenge each other to scan for specific text.

Finger lights could be used for children to scan for specific words and phrases on the whole text on the next slide.



- Slide 29: Reading as a reader – scan.

Guidance from the Notes:

To start simply, ask children to find emboldened words or numbers, e.g.

Find the word ... quarter; astronauts; reflects, etc. Find the number ... 2; 24; 12.

Children can then be asked to find other words and phrases in the text, always applying the guidance to run their eyes over the text and not read every word.

As children become familiar with this activity, introduce a greater challenge such as ‘Find a word that means taking a path round an object.’ (orbiting). ‘Find the word that means throw back light.’ (reflect).

Go further: find a word with a suffix; find the word that is the opposite of push (pull).

Allow children to be the questioner.

For a real challenge, and one that children relish, find words within words, e.g. find the word ‘real’: moon are *all* spherical. Remember that the purpose of this exercise is to practise the skill of *scanning*.

This text is also provided on the accompanying Word document.

- Slide 30: Reading as a reader – retrieving information.

Guidance from the Notes:

Using the same text, either ask questions verbally, provide written questions or ask children to come up with their own questions for a partner.

- Slide 31: Reading as a reader – ask questions about the moon.

Guidance from the Notes:

Using the same text, a different text or a web page, use a question matrix to generate questions from the stems provided. The idea is that the further across and down the stems originate from, the more challenging questions will be constructed. This can also be used to generate random questions by rolling counters along a printed version. The idea is that children constructing their own questions supports deeper understanding of a text. This question matrix is also supplied on the accompanying Word Document.



- Slide 32: Reading as a reader – concentric circles.

Guidance from the Notes:

This is a boisterous activity best carried out in a hall or outside. It is designed to learn the facts of an information text by repeated reading and focused listening, then children rephrase the text in their own words, which can be done individually or in pairs. If preferred, the jigsawing activity shown on Slide 17 could be used here.

- Slide 33: Reading as a reader – more information.
- Slide 34: Phase 1b: Reading with a writer's eye: How has the writer done it? What techniques can I learn and apply?

Guidance from the Notes:

Choose one or two objectives to be the main focus of studying the text with a writer's eye. Examples follow but teachers should adapt this technique to meet the needs of the children they teach.

- Slide 35: Reading as a reader – organise the text:

Guidance from the Notes:

Ask children to work in pairs or small groups to place the sentences together under general headings which may be:

- Appearance
- Phases
- Visitors

Other groupings are possible and teachers should decide what works best for the children they teach.

- Slide 36: Reading as a writer – how is the text organised?

Guidance from the Notes:

The facts have now been grouped into a more organised way and headings could be introduced here if required, or use the grouped information as a gentle introduction to paragraphing which will be encountered in Year 3: organising paragraphs around a theme; non fiction writing lends itself to this.

- Appearance
- Phases
- Visitors



- Slide 37: Reading as a writer – present tense.

Guidance from the Notes:

The choice of tense in writing shows the reader when the action in a piece of writing is happening. Writers select the correct tense to indicate when events occur or have occurred.

The *past* tense is about events that have already taken place and are therefore in the past. The *present* tense is about events that are happening in the here and now.

Writers of some children's novels choose to write in present tense. If these are noticed in class or independent reading, draw the children's attention to this feature.

- Slide 38: Reading as a writer – present tense.

Guidance from the Notes:

This is a challenging activity but can really help children identify where past and present tense is selected and how this has an effect on the writing. For example:

The moon *is* the earth's only natural satellite. This means that this is the case in the here and now.

The moon *was* the earth's only natural satellite. (It no longer is.)

- Slide 39: Reading as a writer – past tense.

Guidance from the Notes:

The main difference children need to grasp is that now the text seems to be describing something that is no longer there. In the previous version, it describes an object we can see in the here and now; in this version it sounds as though it is describing something that has gone.

- Slides 40 and 41: Reading as a writer – is it happening right now or did it happen yesterday?

Guidance from the Notes:

Present tense can also indicate actions which happen routinely (linguistically, the 'habitual present'), e.g. My mum drives the car. I ride my bike to school. However, the focus of this activity is to identify simple present tense indicating events taking place in the here and now (linguistically, instantaneous present), e.g. I can see the sheep in the fields compared with simple past, e.g. Darkness fell.

NB These are suggestions. If children need to learn past and present progressive verbs, change the text accordingly.

This could be carried out with the whole class or in pairs or small groups as a table exercise. This copy is also provided on the accompanying Word document.



- Slides 42 and 43: Reading as a writer – is it happening right now or did it happen a long time ago?

Guidance from the Notes:

NB These are suggestions using *Jasper Space Dog* as inspiration. If preferred, change the text accordingly. Chapters 8 and 9 of this book have a series of bulleted points which include examples of both past and present tense (including progressive).

This could be carried out with the whole class or in pairs or small groups as a table exercise. The copy is also provided on the accompanying Word document.

- Slide 44: Reading as a writer – a mixture of past and present.

Guidance from the Notes:

This section has been adapted to show simple past and present. The original uses the perfect tense which is too challenging for analysis. However, if teachers feel that they have some competent readers and writers in their class, they could substitute this text with the original.

The word yet at the end alludes to the fact that this may happen in the future. Yet has been used to indicate that the author thinks this is likely to happen.

- Slide 45: Reading as a writer – spot the apostrophes.

Guidance from the Notes:

An apostrophe shows that a noun has or owns another noun; linguistically this is known as the genitive form of a noun.



Phase 2

- Slide 46: Get ready to write – why are apostrophes used?

Guidance from the Notes:

When the apostrophe is used as a possessive, the phrase can usually be reconstructed to show who or what owns what, or has an association with. In these examples, the phases of the moon, the tides of the earth, the gravity of the moon all make sense, but some examples don't fit as neatly, e.g. Friday's lessons, Jasper's delight. For young readers and writers, it is sensible to stick to simple examples but teachers need to be aware that they may spot occasions in their own reading books which contradict what they have been taught about apostrophes.

- Slide 47: Get ready to write – understanding verbs and tense.

Guidance from the Notes:

NB: Only past and present have been included here for simplicity. Be aware that some websites and resources refer to a future tense. There are only two tenses in the English language: past and present. Future events are presented by using auxiliary verbs such as modals (e.g. astronauts *will* visit the moon again).

Most verbs take a suffix *-ed*, to form their past tense, and the suffix *-s* or *-es* for present tense. Children will also encounter irregular past tense verbs, e.g. I go across the room = I went across the room.

- Slide 48: Verbs.
- Slide 49: Get ready to write – understanding verbs and tense.

Guidance from the Notes:

NB As well as illustrating the grammar focus, these sentences are designed to provide additional facts. These may be used when children choose what their own written information page will be about.

NB With young writers, it can be less challenging if children are presented with sentences they have already encountered, but teachers should decide if this is appropriate for their classes or if greater challenge would be preferred, in which case, change those sentences for others which present a similar opportunity to explore tense.



- Slide 50: Get ready to write – understanding verbs and tenses.

Guidance from the Notes:

This activity is a cloze procedure where children are asked to provide a suitable word or words to complete the sentences. They can work individually or in pairs to complete the task. NB As well as illustrating the grammar focus, these sentences are designed to provide additional facts. These may be used when children choose what their information page will be about. The text has been deliberately triple-spaced so the children can not identify the missing word by guesswork. All the covering blocks are identical in size apart from the final sentence.

- Slide 51: Get ready to write – understanding how to use the apostrophes.

Guidance from the Notes:

Teachers should be aware that teaching punctuation out of context makes it harder for children to grasp and remember. Examples in genuine texts – if they can be found – are better.

Year 2 objective

Use *apostrophes* to indicate singular possession in nouns.

- Slide 52: Apostrophes.
- Slide 53: Get ready to write – understanding how to use apostrophes. Displays phrases, for the children to add the apostrophe.
- Slide 54: Recapping the example of how to use an apostrophe.
- Slide 55: Displays the phrases from Slide 53, with the correct apostrophe.
- Slide 56: Displays the phrases from Slide 55, as full sentences.



Phase 3: Teacher modelling planning, drafting, editing, writing.

- Slide 57: Planning the writing – gathering content.

Guidance from the Notes:

These are merely suggestions for writing. This list can be amended to include more or fewer topics, or may be changed completely to fit in with work in class. The process and the text structure is the same regardless of the topic.

Children need to be shown by the teacher modelling how to research information in order to write.

‘Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.’

NC for English Page 22, Year 1, non statutory guidance.

- Slide 58: Teacher modelling. Planning the writing – gathering content.

Guidance from the Notes:

There are a number of slides covering the modelling process. These are included for guidance only. If teachers are confident with the process of modelling writing for children, this may be excluded.

There is a wealth of information directed at young learners on all the suggested topics. One of the most accurate and comprehensive is <https://spaceplace.nasa.gov/> which covers a range of topics. However, the information can be overwhelming and teachers may prefer to narrow down the choice by providing a limited number of facts from which the children can construct an information page for the class book.

Some schools have a well-resourced library, and there may be a school library service, from which schools can borrow books relating to the particular topic the class is currently studying.

- Slide 59: Teacher modelling. Using the KWF grid to find out facts about the chosen topic.

Guidance from the Notes:

NB It is very important that any activity teachers want the children to carry out is modelled first, particularly as skills such as researching information may be new to the children. At this stage, it is a good idea for teachers to model how they wish the children to carry out the research, whether this is free rein on the internet or organising facts already provided by the teacher. If the teacher feels that the children may carry out their own research rather than relying on facts the teacher provides, it is a good idea to allocate 1 website and 1 book to sharply focus the research.

At each stage, allow the children to carry out what has just been modelled, i.e. make notes, ask questions.



- Slide 60: Teacher modelling. Preparing to write sentences.

Guidance from the Notes:

Drawings and captions may be used to illustrate a topic.

- Slide 61: Teacher modelling. Organising information once the sentences are written.
- Slide 62: Teacher modelling: The writer's toolkit.

Guidance from the Notes:

Co-construct a simple success criteria with the children and agree what the writing COULD include. This is modelled here but can be introduced at any point in the sequence and should reflect what the teacher and the children have identified as possible elements to include. even for young writers, it is beneficial to develop an awareness of the audience and purpose of the writing.

Any vocabulary recorded for potential use should only be capitalised where a capital letter is needed, e.g. the start of sentences, proper nouns. Otherwise, stick to lower case so when children use the words, they won't capitalise them in the middle of a sentence.

The agreed success criteria is a repository to select from, not a hard and fast 'tick every item'.

- Slide 63: Teacher modelling. Writing in chunks so that the reader can understand.

Guidance from the Notes:

A graphic organiser can help children to organise ideas. In this type of text, headings also support the structure.

- Slide 64: Teacher modelling: Writing all the information as a full page.

Guidance from the Notes:

At each stage, allow the children to carry out what has just been modelled.

- Slide 65: Teacher modelling. Planning the writing – organising the text.

Guidance from the Notes:

Boxing up an original text helps children begin to internalise a sense of structure in writing. This is a strategy introduced and developed by Pie Corbett in his [Talk for Writing materials](#).



- Slide 66: Teacher modelling, teacher scribing. The children are now preparing to think about another topic, the Earth.
Guidance from the Notes:
Add children's ideas to the blank KWF grid.
This is also supplied on the accompanying Word document.
- Slide 67: Teacher modelling, teacher scribing. Trying out the sentences.
Guidance from the Notes:
Add children's ideas to the blank KWF grid. Ideas shown are suggestion.
- Slide 68: Teacher modelling, supported writing.
Guidance from the Notes:
Teachers should pitch this at the level of the children they teach, simplifying or adding greater challenge where appropriate. Allow sufficient time for children to research and plan their writing. If preferred, facts may be provided rather than allowing independent or paired research.
Teachers may decide to allow children to complete this whole task with a partner, depending on their current writing competence.
- Slide 69: Teacher modelling. Independent writing.
Guidance from the Notes:
Either give the children a specific topic for their information page or let them choose from the list. The outcome should be at least a paragraph on one aspect of the topic. The teacher should circulate amongst the children, supporting and challenging where appropriate and making suggestions for improvements.
- Slides 70 and 71: Closing slides.
All websites referred to were functional at the time of publication. Teachers should check that these are still operational before including them in the lesson. Original illustrations by [Stella Perrett, Radical Cartoons](#).



KWL Grid

About the Earth, sun and moon...

For Later



K	W	L
What do you know?	What do you want to know?	What have you learned?

Use this KWL grid to record what you already know and ask questions.

What would you like to find out about the earth, sun and moon?

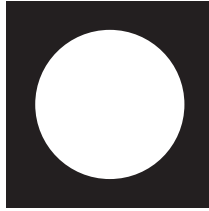
Later, you can return to this grid and record in the last column what you have learned.



Moon Watch

At home, go outside for a few nights when it is clear and look up.

Did it look like this? _____



Or did it look like this? _____



What time was it? _____

What time was it? _____

Shade in the image of the moon to show what you can see.

Night 1

Night 2

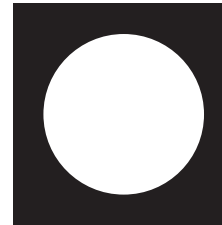
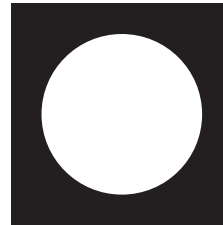
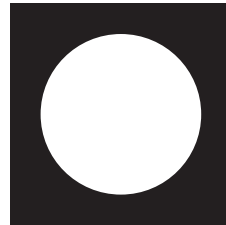
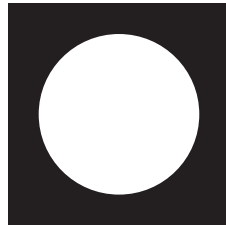
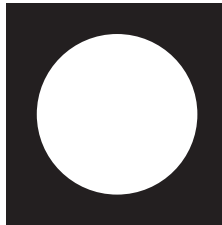
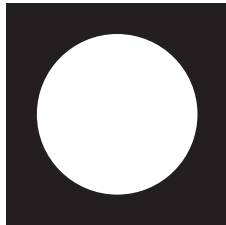
Night 3

Night 4

Night 5

Night 6

Night 7



What do you notice about the shape?



Stories / Non-fiction texts

Tick the correct description.

	Story	Non-fiction text
Astronauts have to eat specially prepared food.		
Weather satellites help to predict the weather.		
“Come and look at this!” he shouted.		
The moon orbits the Earth.		
Jasper found the thought of a flying sausage funny.		
It takes about three days to get to the moon from Earth.		
Later that morning.		
The park was full of Jasper’s friends.		
Wearing his space boots,		
The moon is made of rock.		
The moon is not made of cheese.		
Jasper fell out with the other dogs over bones.		

