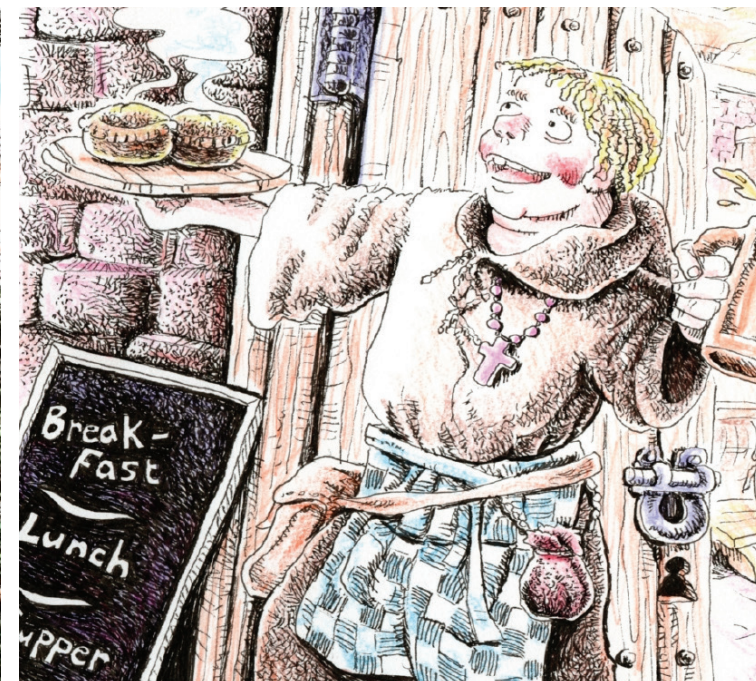


Robin Hood Non-fiction

The Teaching Sequence for Writing

English KS2 Year 3



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English

**Key Stage 2
Year 3**

Learning aims

The Teaching Sequence for Writing is still the recommended approach to the teaching of reading and writing, and the activities in this unit of work have been designed to follow this. There are specific activities to teach grammar, punctuation and vocabulary, but teachers will identify further opportunities to meet the needs of the children in their classes.

This unit is not intended to be a prescriptive unit of work where all activities are worked through slavishly, but rather as a repository of possible teaching opportunities. Teachers should select from, and adapt, the range of suggested activities to meet the needs of the children they teach.

The unit provides strategies for teaching non-fiction reading and writing by:

- providing multiple and meaningful opportunities to practice reading different texts in subject-specific contexts
- pre-exposing children to relevant background knowledge
- pre-exposing children to unknown or unfamiliar vocabulary
- identifying natural links with what the children already know: text-to-self, text-to-text and text-to-world connections
- identifying children who are 'experts' in a particular field and build upon their knowledge

The writing focus of this unit will be writing persuasive texts. Children will be shown, either through printed material, websites or television advertising, how writers of persuasive texts apply specific techniques to persuade the reader, watcher or listener to either do something, buy something or visit somewhere. Teachers should select from the suggestions offered and adapt them to meet the needs of the children they teach. It is also recommended that the local area is exploited; for example, opportunities to visit local attractions, or obtain written material from local places the children may know, will make the writing more meaningful.



Curriculum objective

These are **suggested** objectives from the National Curriculum for Years 3 and 4. Teachers should select the most appropriate focuses for the children they teach. Further objectives will be met incidentally as the unit progresses.

NB The objective relating to verb tense is an opportunity to revisit and consolidate work on verb tenses introduced in Year 2. There are also implicit references to modal verbs and adverbs of possibility as children will encounter these through the texts. However, it is not expected that these will be explicitly taught, nor does the terminology need to be used.

National Curriculum Non-statutory guidance:

The skills of information retrieval that are taught should be applied, for example, in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any attractions or events in the local area to support this.

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 58 slides. Slides 1 to 10 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 with 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.



- 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?
- Slide 5: Teacher modelling of analysing a text:
Phase 1b: Reading with a writer's eye: Do I like it? How does it affect me?
- Slide 6: Phase 2: Capturing ideas, learning the skills, practising, having a go.
- Slide 7: Phase 3: Teacher modelling: planning, drafting, editing, writing.
- Slide 8: Sets out how the children will learn: Familiarising with the text type; capturing ideas; Teacher demonstration; Teacher scribing, supported writing, independent writing.
- Slide 9: Offers strategies for teaching non-fiction and writing (as mentioned above).
- Slide 10: Create surprise writing prompts. Suggests using an online random fact generator to spark ideas, and offers these useful links:
 - [Random fact generator](#)
 - [Hooked on Facts](#)
 - [National Geographic Kids: Weird but true!](#)

Slides 11 to 58 are aimed at the classroom, as outlined below:

- Slide 11: Title slide.

Guidance from the Notes:

The writing focus of this unit will be writing persuasive texts. Children will be shown, either through printed material, websites or television advertising, how writers of persuasive texts apply specific techniques to persuade the reader, watcher or listener to either do something, buy something or visit somewhere. Teachers should select from the suggestions offered and adapt them to meet the needs of the children they teach. It is also recommended that the local area is exploited; for example, if there are opportunities to visit local attractions, or obtain written material from local places the children may know, this will make the writing more meaningful.



- Slides 12: Sets out the reading and writing objectives.

Guidance from the Notes:

These are **suggested** objectives from the National Curriculum for Year 3 and 4. Teachers should select the most appropriate focuses for the children they teach. Further objectives will be met incidentally as the unit progresses.

NB The objective relating to verb tense is an opportunity to revisit and consolidate work on verb tenses introduced in Year 2. There are also implicit references to modal verbs and adverbs of possibility as children will encounter these through the texts. However, it is not expected that these will be explicitly taught, nor does the terminology need to be used. **National Curriculum Non statutory guidance:** The skills of information retrieval that are taught should be applied, for example, in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any attractions or events in the local area to support this.

- Slide 13: Displays the effects of persuasive writing on the reader.
- Slide 14: What is a persuasive text.

Guidance from the Notes:

Ask children to work in pairs or small groups and discuss what they might expect to see if they were reading something that was trying to persuade them to think, believe or do something. Ensure they understand what persuasive means.

- Slide 15: Get ready for reading. Displays two book front covers. Ask the children if they can identify which is fiction and which is one non-fiction.
- Slide 16: Displays a KWL grid, which is also supplied on the following pages of this PDF.

Guidance from the Notes:

Make use of a working wall to record the children's thoughts and ideas at the early stages, then add more detail as the unit progresses.



- Slide 17: Get ready for reading – websites. Presents the following links, which you can open and look at the language of each site with the children.

- [Blackpool Zoo](#)
- [Alton Towers](#)
- [Scotland's Theme Park](#)
- [Disneyland Paris](#)
- [Diggerland](#)
- [The London Dungeons](#)

Guidance from the Notes:

Present the children with a range of websites to look at. We've provided a selection of links, to click through and look at the language on each website. These are suggestions, but teachers should select appropriate websites to meet the interests of the children. Ask the children to locate and record any language they find which is designed to persuade the reader to visit the attraction.

- Slide 18: Get ready for reading – features. Discuss what the language and images convey to the children.
- Slide 19: Get ready for reading – other features of persuasive texts.
- Slide 20: Displays an example of persuasive writing publicising the Robin Hood Theme Park.

Guidance from the Notes:

Remind children that the text is trying to tempt the reader to do something, in this case, visit a theme park. Revisit the conventions for persuasive writing frequently, tailoring the content and the features to the experience of the children in the class.

NB Teachers should provide an overview of the text and point out the features included. The text will be read in detail later.

- Slide 21: Phase 1a. Reading with a reader's eye: Do I like it? How does it affect me?

Guidance from the Notes:

Children's comments can lead to the discussion picking up different interpretations.

Structure the questioning to build in challenge and support.

Children learn from each other by listening to classmates justify and elaborate.

Supporting comments used with kind permission of <https://jamesdurrant.blog/>



- Slide 22: A word about prosody.

Guidance from the Notes:

Prosody is just as important when reading non fiction as poetry and fiction. Reading with meaning can support children's fluency and understanding. For more information and impact reports from research, visit: [KS2 Reading Fluency Project | HFL Education \(hertsforlearning.co.uk\)](https://hertsforlearning.co.uk)

- Slide 23: Phase 1a: Reading with a reader's eye: Do I like it? How does it affect me?

Guidance from the Notes:

Importance of talk and analysis being rooted in personal response;

Give individuals or pairs their own copy of the text.

It is recommended that teachers source leaflets for attractions either in the local area or known to the children. This will be more relatable to their own experiences.

A **'Tell-me grid'** recommended by Aidan Chambers (provided at the end of this PDF file) is one mechanism for structuring thinking.

Blend pair, small group and whole-class talk.

Train pupils over time to talk in small groups; strategies for structuring talk (turn-taking in a given order, asking each other questions, etc).

The teacher spends time joining tables; over a series of lessons, can interact with and assess individuals as might in small group reading sessions.

- Slide 24: Reading activity. Displays the text referred to on previous slide.

Guidance from the Notes:

This can be carried out as a paired activity or whole class. Encourage children to respond on the 'Tell me' grid. This text is also supplied on the accompanying Word document.

- Slide 25: Asks the children to work in pairs and answer questions on the text.

Guidance from the Notes:

Teachers should encourage children to make connections as they discuss this text – to their own lives and experiences, to the wider world and to other similar texts. It is really useful if there are attractions in the local area from which publicity material could be used here as a comparison, even if this is just the local swimming pool.



- Slide 26: Displays the key words from the text and their meanings.

Guidance from the Notes:

Direct teaching of vocabulary in advance.

Explain key information for pupils to look out for.

Usefulness of a visual focus, to aid comprehension while listening to/reading the story.

- Slide 27: Scoping phrases: the text from the previous slide is displayed as scoped phrases. The children work on this activity in pairs, and you will need to supply them with coloured pens or pencils.

Guidance from the Notes:

Scooping phrases is a technique designed to improve fluency by asking readers to focus on sections of the text rather than individual words. As they mark the text to prepare for reading, they have to re-read several times, which is another strategy to improve fluency. Instead of pointing to each word, readers are encouraged to “scoop” their finger under groups of words to form phrases within the sentence. The object of the exercise is that children can read all the words so you can focus on understanding. NB There are no hard and fast rules for what constitutes a phrase; whatever works for the children is acceptable as long as they do not select an entire sentence.

- Slides 28 and 29: Promises, promises.

Guidance from the Notes:

Here are several examples of modal verbs (terminology not required at this stage). This activity is designed to focus on the use of modal verbs in persuasive texts. Elicit from the children the words are, will, can, could, and won't. This can be done as a whole class activity or in pairs.

- Slides 30 and 31: Definite or maybe.

Guidance from the Notes:

A modal verb is an auxiliary verb used to show if we believe something is certain, probable or possible (or not). English modal verbs include must, shall, will, should, would, can, could, may, and might, and their negative counterparts, e.g. mustn't, shouldn't. Children in Years 3 and 4 do not need to know what they are called yet but will encounter them in their reading so will benefit from this ground work. Sneak in the skills.



- Slide 32: Displays further text.

Guidance from the Notes:

Teachers should allow the children plenty of time to explore this text. There are several examples of modal verbs but this terminology does not need to be introduced at this stage. This is a good opportunity to provide a gentle introduction to the concept of modal verbs in the context of how they are used in advertising.

- Slide 33: Reading response – oracy, Garden Gossip.

Guidance from the Notes:

Garden Gossip is a drama technique which helps children explore and practise the language they will subsequently use in their writing. It is recommended that children are given plenty of opportunities to discuss what they want to say well before any writing takes place. Teachers should model this activity first, using the language they wish to see used.

- Slide 34: Create opportunities to:

- Predict
- Question and discuss
- Clarify
- Summarise
- Think aloud
- Note the structure
- Make connections
- Visualise

Guidance from the Notes:

Do not underestimate the investment you are making at this stage in the children's understanding and future writing success.

Teachers should select an approach which best suits the text and meets the needs of the children they teach. For example, in this exploration of a non-fiction text which could be controversial, it would be advantageous to allow plenty of opportunity for discussion and debate.



- Slide 35: Phase 1b: Reading with a writer's eye: How has the writer done it? What techniques can I learn and apply?
- Slide 36: Weasel words.
- Slides 37 and 38: Display a text with a high number of weasel words.

Guidance from the Notes:

This is written with a deliberately high number of examples of 'weasel words' to demonstrate how they are used in persuasive writing. Teachers should stress to the children that one or two examples of this device would be sufficient.

- Slide 39: Asks the children to work with a partner and look through websites and leaflets for examples of weasel words.
- Slide 40: Displays the text again. Pair the children and ask them what they notice.

Guidance from the Notes:

Elicit from the children that this is a bunch of text without any paragraphs. Discuss why paragraphs are important and encourage the children to identify where the paragraph splits should be.

- Slides 41 to 43: "Name that word" game.

Guidance from the Notes:

This can be played as a whole class warm up activity to reinforce words encountered in the text. Adaptable for any text.



Phase 2

- Slide 44: Displays a selection of weasel words. Ask the children to choose one example and invent their own sentence.

Guidance from the Notes:

These are also supplied on the accompanying Word document, so that they may be printed out for children to play a group table activity, choosing the words and phrases from an unseen pile. Encourage the children to have a go. If this is difficult, remove the constraint of the current text and just let them experiment within a general theme, e.g. 'Scientists believe that spending time in the fresh air is good for us'.

- Slide 45: Persuasive techniques bingo board.

Guidance from the Notes:

Distribute a bingo board to pairs of children. Display the Robin Hood Land text or similar if preferred. Select phrases and sentences and read them aloud. Children should work in pairs to decide which feature has been read out and write the sentence on their bingo board. If further practice is required, teachers should select from the features of persuasive writing and model these for the children.

- Slide 46: Reading activity: Doing their jobs!
- Slide 47: Displays the text again, identifying verbs, adjectives, modal verbs, phrases, weasel words.

Guidance in the Notes:

For teachers: This can be carried out as a paired activity or whole class. Elicit from the children (or point out) the features of the text and encourage them to respond on the 'Tell me' grid (which can be found at the end of this Pdf).

- Slide 48: Asks the children to group the information?

Guidance from the Notes:

This challenging activity is designed to encourage the children to organise information into paragraphs. It can be carried out individually, in pairs, in groups or as a whole class activity. The sentences could be cut up and distributed and the whole class should organise themselves into a coherent whole.



Phase 3

- Slide 49: Writers' Toolkit. The children now create their own piece of persuasive writing. Displays a toolkit.
Guidance from the Notes:
Possible toolkit but amend in light of what the children identify.
- Slide 50: Teacher modelling:
Guidance from the Notes:
Co-construct the 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.
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'.
- Slides 51: Introduces the next exercise: The children will produce a new information leaflet for the Robin Hood theme park.
Guidance from the Notes:
Teachers should decide whether this writing will be independent or collaborative. It is suggested that the leaflets and websites are revisited to remind children of the language used in this type of writing.
- Slide 52: Teacher modelling. Displays the teacher prompts and example text.
Guidance from the Notes:
Tailor the words used to meet the needs of the children in the class.
- Slide 53: Teacher modelling: moving on to the next sentence. Again, tailor the words used to meet the needs of the children in class.
- Slide 54: Teacher modelling scribing. Next exercise is presenting one of the features from the theme park.
Guidance from the Notes:
This will be governed by what children suggest. The teacher's role in this is to select ideas from the suggestions given, re-wording if necessary, and reinforcing the features which should be included.
- Slide 55: Teacher modelling. Supported writing.
Guidance from the Notes:
The teacher should circulate amongst the children, supporting and challenging where appropriate and making suggestions for improvements.
- Slide 56: Teacher modelling: Independent writing.
- Slides 57 and 58: 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 language of advertising...

For later



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

Use this KWL grid to record what you already know and ask questions.
 What do you already know about advertisements? Have you read or seen any?
 What do you like about the ones you know?



Tell Me Grid

What I like	What I didn't like
I want to know...	It reminded me of...

