

**Seeds for Schools:
Age 10 years/Year 6 (SATS Revision) linked to Literacy –
Unit 2 Revision of Non-fiction texts**

Overview: *This resource has been written for the Literacy requirement in England. However, even if you teach elsewhere in the UK, you may still find many of the ideas useful in your planning - please feel free to adapt!*

This Scheme of Work (SoW) is linked specifically with the 'Seeds for Schools' campaign in order to allow pupils to develop their knowledge about the importance of trees in a global sense. This SoW covers all of the Literacy objectives for Year 6 Unit 2 - Revision of Non-fiction texts, so can therefore substitute any current school planning in place. Although this SoW covers all text level work for this unit, it does not take into account all word / sentence level objectives i.e. Grammar for Writing.

Primary National Strategy Literacy Objectives

Most children will learn to:

1. Speaking

Use the techniques of dialogic talk to explore ideas, topics or issues.

2. Listening and responding

Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose.

3. Group discussion and interaction

Understand and use a variety of ways to criticise constructively and respond to criticism.

6. Word structure and spelling

Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words.

7. Understanding and interpreting texts

Appraise a text quickly, deciding on its value, quality or usefulness.

Understand how writers use different structures to create coherence and impact.

Recognise rhetorical devices used to argue, persuade, mislead and sway the reader.

8. Engaging with and responding to texts

Read extensively and discuss personal reading with others, including in reading groups.

Compare how writers from different times and places present experiences and use language.

9. Creating and shaping texts

In non-narrative, establish, balance and maintain viewpoints.

Select words and language drawing on their knowledge of literary features and formal and informal writing.

10. Text structure and organisation

Use varied structures to shape and organise texts coherently

Use paragraphs to achieve pace and emphasis.

11. Sentence structure and punctuation

Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways.

Use punctuation to clarify meaning in complex sentences.

12. Presentation

Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style.

Learning Outcomes for unit:

Phase 1 - Revisiting text-types (5 days)

Children revisit and revise all the main non-fiction text-types. They practice reading and answering questions about non-fiction texts.

Phase 2 – Playing with text-types (4 days)

Children explore hybrid texts which combine elements of different text-types and formats. They practice writing a non-fiction text, drawing on language and organisational features relevant to the purpose and audience.

Phase 3 – Playing with sentences (3 days)

Children revise, explore and extend their previous knowledge of various sentence structures (including complex sentences). They practice writing a different non-fiction text, adding a focus on varied sentences to that of using appropriate text features.

Phase 4 – Playing with paragraphs (3 days)

Children revise, explore and extend their ability to construct and use paragraphs appropriately in a non-fiction context. They again practise writing a different non-fiction text, now adding a focus on paragraph use to those on varying sentences and employing appropriate text features.



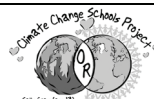
Learning Objectives	Success Criteria	Shared Work / Talk Partner Discussions	Independent Activities	Plenary	Assessment for Learning
(1) Introducing the topic – Why are trees important? [Section 1 - How a Tree Works]					
<p>Literacy Objectives</p> <p>Phase 1: Revisiting text-types To recall and understand the language and organisational features of all the main non-fiction text-types.</p> <p>To recall and understand how to go about reading a non-fiction text.</p> <p>Seeds for Schools To know how a tree stores carbon.</p>	<p>Literacy Watch the DVD Pupils have identified; Different non-fiction text types; Recount, instructions, report, explanation, persuasion, discussion. The main features of these text types. Been able to sort these text types.</p> <p>Seeds for Schools Pupils can discuss the importance of trees.</p> <p>They know that trees store carbon and become a carbon reservoir or sink.</p>	<p>Introduction to topic Show the children the Forestry Commission's DVD 'A Convenient Truth'. This will help to introduce the children to the topic for the coming lessons and will provide a good base for their work on film.</p> <p>Tell your partner a new fact that you have learnt about “Why trees are important” , now share that with somebody else.</p> <p>Revisit and revise the main text-types focused on in previous years, and now built cumulatively into children's repertoire, i.e. recount (Year 1), instructions (Year 2), report (Year 3), explanation (Year 4), persuasion (Year 5), discussion (earlier in Year 6). Look at examples of these that are related to trees / climate change.</p> <p>Assemble a number of different texts providing several good, clear examples of each of these text-types. Do not initially identify which text is which type.</p> <p>First as a shared and then as a group activity, read, analyse and sort these texts in order to identify the text-type of each. Discuss the content, language, organisation and appropriateness for purpose and audience of each, with activity to unpack this as appropriate.</p> <p>Discussion “What have we learned about trees?” “Why are they important?” “What is the process of photosynthesis? How does this lead to the storage of carbon?”</p>	<p>Will sort each of the text types and will discuss the main features of these. Use texts that are linked to “The importance of trees”. Use Seeds for Schools website materials for information for each example text type.</p> <p>Pupils will briefly write / comment on their personal opinion towards the DVD; “In my opinion” “Surely you would agree” “Everybody knows that”</p> <p>Will identify any words that they are unfamiliar using a dictionary.</p>	<p>Pupils will then feedback to the rest of the class about the structural features that they have identified within the texts examined.</p> <p>Pupils will then be invited to share some of the information learned about the importance of trees with the rest of the class.</p> <p>Extension: Pupils will draw a poster to show the new knowledge they have gained about trees.</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>Self and peer evaluation features of explanation texts identified.</p> <p>Reading AF4 (identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level),</p> <p>AFL – Have the pupils been able to identify the key features of the DVD? Have pupils discussed and identified information presented in the DVD?</p>



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(2) How does a tree store carbon? The forest lifecycle and a never ending harvest. [Section 1 - How a Tree Works]					
<p>Literacy To recall and understand the language and organisational features of all the main non-fiction text-types.</p> <p>To recall and understand how to go about reading a non-fiction text.</p> <p>Seeds for Schools To know how a tree stores carbon.</p> <p>To know about the forest lifecycle.</p>	<p>Literacy Watch the DVD Pupils have identified; Different non-fiction text types; Recount, instructions, report, explanation, persuasion, discussion. The main features of these text types. Been able to sort these text types.</p> <p>Seeds for Schools Pupils can discuss the importance of trees.</p> <p>They know that trees store carbon and become a carbon reservoir or sink.</p> <p>They know what happens to the carbon when a tree when it dies.</p>	<p>Once again show the children Chapter 3: A vital carbon sink. This will consolidate the pupil's knowledge from the previous day and will prepare them for the lesson ahead.</p> <p>Revisit and revise the main text-types focused on in previous years, and now built cumulatively into children's repertoire, i.e. recount (Year 1), instructions (Year 2), report (Year 3), explanation (Year 4), persuasion (Year 5), discussion (earlier in Year 6). Look at examples of these that are related to trees / climate change.</p> <p>Repeat this again with a set of organisational spider diagrams representing each text-type. Again, match the text-types to texts and lists.</p> <p>At the end of this activity, create a prominent display of the texts, features and diagrams, organised by text-type. Use this display for ongoing and later reference.</p> <p>Discussion Discuss any new information gathered from pupil discussions and further examination of the DVD. Invite the children to comment on how they could possibly improve the DVD? "How does a tree store carbon?" "What happens to the amount of carbon a tree stores over time?" "What happens when a tree dies or is cut down?"</p>	<p>Pupils will create spider diagrams showing the features of each text type examined.</p> <p>i.e. Explanation texts – introduction, conclusion. Use of time connectives. Use of connectives to explain – because, however, therefore. Reader involved through questions. "Why are trees important?"</p>	<p>Look at examples of the pupils spider diagrams and invite them to share these with the rest of the class. What are the good points about these? How could we improve these?</p> <p>Encourage children to express their personal responses towards the DVD and the information presented within it.</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>Self and peer evaluation based on lesson success criteria.</p> <p>AFL – Have the pupils been able to identify the main features of the text type?</p> <p>Reading AF4 (identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level),</p>
(3) Wood – the smart material and Why using wood for fuel is good. [Section 2 - Why are Trees Important for Climate Change?]					
<p>Literacy To recall and understand the language and organisational features of all the main non-fiction text-types.</p> <p>To recall and understand how to go about reading a</p>	<p>Literacy Watch DVD Look at report/ information text. Identify introduction / conclusion Use of ?'s to involve reader. Use of time connectives. Use of diagrams, pictures and captions.</p>	<p>Show the children Chapter 6: Managing to Mitigate from the DVD. This will help the children to think of some of the different uses that there are for wood and why wood is such an important fuel. This will be the basis for this lesson.</p> <p>As reports may not have been specifically studied since Year 3, use a report example to model reading and analysis of a non-fiction text with highlighting, note-making, etc.</p> <p>Look at a report / information text about the importance of using wood as a fuel or as a building material. Information for this can be found on the Forestry Commissions Seeds For schools</p>	<p>Highlighting and note taking Pupils will be given a copy of the information text about why wood is such a good material / fuel from the Seeds for Schools website</p> <p>The pupils will highlight any key information within the</p>	<p>Review notes taken and highlighted key information As a class discuss the key information highlighted and the notes that have been taken. Invite pupils to share their information.</p> <p>This will be used to start a discussion about</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>Reading AF4 (identify and comment on the structure and</p>



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<p>Literacy To recall and understand the language and organisational features of all the main non-fiction text-types.</p> <p>To recall and understand how to go about reading a non-fiction text.</p> <p>Seeds for Schools To know the uses of wood.</p> <p>To know why wood is such a good fuel.</p>	<p>Literacy Watch DVD Look at report/ information text. Identify introduction / conclusion Use of ?'s to involve reader. Use of time connectives. Use of diagrams, pictures and captions.</p> <p>Seeds for Schools Pupils know some of the uses of wood.</p> <p>Pupils are able to identify the benefits of using wood as a fuel.</p> <p>Pupils can explain their reasoning with evidence.</p>	<p>Show the children Chapter 6: Managing to Mitigate from the DVD. This will help the children to think of some of the different uses that there are for wood and why wood is such an important fuel. This will be the basis for this lesson.</p> <p>As reports may not have been specifically studied since Year 3, use a report example to model reading and analysis of a non-fiction text with highlighting, note-making, etc.</p> <p>Look at a report / information text about the importance of using wood as a fuel or as a building material. Information for this can be found on the Forestry Commissions Seeds For schools website.</p> <p>Discussion Work with your talk partner. How many different uses for wood and products from trees can you think of? Can you orally explain why using wood as a fuel is good?</p>	<p>Highlighting and note taking Pupils will be given a copy of the information text about why wood is such a good material / fuel from the Seeds for Schools website</p> <p>The pupils will highlight any key information within the text and discuss it with their talk partner.</p> <p>The pupils will then make notes on any of this key information. A comprehension exercise could follow this.</p>	<p>Review notes taken and highlighted key information As a class discuss the key information highlighted and the notes that have been taken. Invite pupils to share their information.</p> <p>This will be used to start a discussion about information texts and the new information on using wood as a material.</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>Reading AF4 (identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level),</p> <p>AFL – Have the pupils been able to read and discuss a report / information text? Have the pupils been able to identify key feature to do with the text type?</p>
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(4) Section 2 - Why are trees important to climate change?

<p>Literacy To be aware of a range of questions and how to answer them and can improve their own answers.</p> <p>Seeds for schools To plant trees</p>	<p>Literacy Look at example SAT questions Discuss what they have to do How would they answer these questions?</p> <p>Seeds for Schools To plant a number of trees.</p> <p>To identify tree and</p>	<p>Will BE SPLIT OVER 2 LESSONS</p> <p>Examine a range of Example SAT questions</p> <p>Use the same or different but similar texts to demonstrate, and then explore in group work different types and levels of questions found in National Curriculum tests and how best to answer them.</p> <p>Children make up their own different levels of question, answer each other's questions, discuss, evaluate, analyse and improve the answers. The questions that the children will think of will involve producing a non-fiction text associated with the</p>	<p>Mixed ability Group Work Planting More Trees – Follow Guidance from Seeds for Schools.</p> <p>Demonstrate to the pupils how to plant a tree. During this demonstration explain the process and reasons behind actions. Pupils will take notes and record technical vocabulary and words associated with giving an explanation.</p> <p>Pupils will then take part in the planting of a number of trees and plants. Pupils will work together to plant the trees and will explain orally what they are doing to the rest of their planting</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>AFL – Did the pupils identify a number of possible SAT questions associated with</p>
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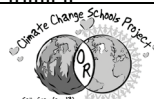
(5) Deforestation and forest loss [Section 2 - Why are Trees Important for Climate Change?]					
<p>Literacy</p> <p>Phase 2: Playing with text-types</p> <p>To combine different text-types to suit appropriate purposes and audiences.</p> <p>Seeds for Schools</p> <p>To know about deforestation.</p> <p>To know possible ways to protect trees.</p>	<p>Literacy</p> <p>Identify features of non-fiction texts that are found in hybrid texts.</p> <p>Seeds for Schools</p> <p>Can describe deforestation.</p> <p>Know the affects of deforestation.</p> <p>Know how this is linked to climate change.</p> <p>Know how we can protect trees.</p>	<p>Show the children Chapter 4: Changing situation and Chapter 5: Changing landscape of the DVD 'A Convenient Truth'. This will help the children to begin to think of the impact this is having on the planet and what the children can do about this.</p> <p>Assemble a number of further non-fiction texts (All associated with the importance of climate change), this time providing varied examples of hybrid texts that contain elements of more than one text-type. You may also wish to include in this hybrid mix other forms of writing encountered earlier which could now be related to non-fiction content, for example letters, dialogue, journalistic writing, biography and autobiography.</p> <p>Analyzing / Highlighting hybrid non-fiction texts associated with tree planting and deforestation</p> <p>Again as shared and then as group activity, read, analyse and sort these texts to identify the text-type, form and features of each but remember that they will now not necessarily fit neatly into a single category. Discuss the content, language, organisation and appropriateness for purpose and audience of each. Annotate texts (possibly in different colours) to identify which features of which text-types each contains, with activity to 'unpack' this as appropriate.</p> <p>Discussion – Tell your partner something that you have learnt today? What have you found out about trees? How can we fight deforestation? How could we make a difference?</p>	<p>Mixed ability Group Work Planting More Trees – Follow Guidance from Seeds for Schools (Continued).</p> <p>Pupils will continue to take part in the planting of a number of trees and plants. Pupils will work together to plant the trees and will explain orally what they are doing to the rest of their planting group using appropriate technical vocabulary.</p> <p>To support their oral explanations the pupils will be given a word bank of appropriate vocabulary associated with the task and explanation giving.</p> <p>Pupils will also consider how to look after their trees.</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>AFL – Were the pupils able to describe and explain the process and reasons behind the protection of trees and deforestation?</p> <p>Did the pupils use appropriate technical vocabulary and vocabulary appropriate to the planting of the trees?</p>	
(6) Plant more trees [Section 3 – What can I do?]					
<p>Literacy</p> <p>To combine different text-types to suit appropriate purposes and audiences.</p> <p>Seeds for Schools</p> <p>To know about sustainable forest management.</p>	<p>Literacy</p> <p>Will look at hybrid non-fiction texts. Will discuss how these could be linked together. Discuss the written task</p> <p>Plan and write the letter.</p> <p>Seeds for Schools</p>	<p>Writing A hybrid text - To write a letter to the local council concerning the state of the trees in the local park.</p> <p>Select the purpose and audience for a hybrid non-fiction text , and demonstrate the planning and writing process, drawing on the work in phase 1 and showing how to combine features of different text-types to fulfill the writing task effectively.</p> <p>For a different purpose and audience or combination of text-types, children plan and write a non-fiction text (possibly under test conditions) with a focus on using a range of appropriate</p>	<p>Writing A hybrid text - To write a letter to the local council concerning about the state of the trees in the local park.</p> <p>Pupils will be given time to discuss / plan</p>	<p>Invite pupils to share their letters with the rest of the class. Would these letters convince the council?</p> <p>Share, analyse and discuss some of the outcomes. Evaluate them, particularly against consideration of how well different text-</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>AFL – Were the pupils able to describe and</p>



<p>Literacy To combine different text-types to suit appropriate purposes and audiences.</p> <p>Seeds for Schools To know about sustainable forest management.</p> <p>To know how to successfully plant a tree.</p>	<p>Literacy Will look at hybrid non-fiction texts. Will discuss how these could be linked together. Discuss the written task Plan and write the letter.</p> <p>Seeds for Schools Discuss sustainable forest management.</p> <p>Follow guidance to plant a tree.</p> <p>Discuss all aspects of forest life through role play of a forestry worker.</p>	<p>Writing A hybrid text - To write a letter to the local council concerning the state of the trees in the local park.</p> <p>Select the purpose and audience for a hybrid non-fiction text , and demonstrate the planning and writing process, drawing on the work in phase 1 and showing how to combine features of different text-types to fulfill the writing task effectively.</p> <p>For a different purpose and audience or combination of text-types, children plan and write a non-fiction text (possibly under test conditions) with a focus on using a range of appropriate language and organisational features.</p> <p>Talk Partner Discussions</p> <p>Pupils could describe and mention in their writing.</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores • Using Wood • Using Wood for fuel • Deforestation • Planting / protecting trees. 	<p>Writing A hybrid text - To write a letter to the local council concerning about the state of the trees in the local park.</p> <p>Pupils will be given time to discuss / plan and write their letter to the council.</p> <p>Ensure that the pupils include appropriate vocabulary, punctuation, sentence openers and a range of connectives.</p> <p>Ensure the pupils use good explanation and persuasion in the letter.</p>	<p>Invite pupils to share their letters with the rest of the class. Would these letters convince the council?</p> <p>Share, analyse and discuss some of the outcomes. Evaluate them, particularly against consideration of how well different text-type elements have been used and combined effectively to fulfil the writing task. Consider how to improve.</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>AFL – Were the pupils able to describe and explain the process and reasons behind their planting.</p> <p>Did the pupils use appropriate technical vocabulary and vocabulary appropriate to the task?</p> <p>AFL – Wrote letters that included elements of explanation and persuasion.</p>
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(7) Plant more trees [Section 3 – What can I do?]

<p>Literacy To combine different text-types to suit appropriate purposes and audiences.</p> <p>To write non-fiction effectively for a particular purpose and audience, drawing on and combining different language and organisational</p>	<p>Literacy Will look at hybrid non-fiction texts. Will discuss how these could be linked together. Play games to create and identify possible hybrid texts.</p> <p>Seeds for Schools Pupils will discuss and include in their writing;</p>	<p>Playing games about hybrid text types. These will be related to the importance of trees.</p> <p>Play games that involve combining different text-types, for example the following.</p> <p>- Select two or more text-types at random (possibly from prepared cards) and then try to devise a writing purpose and audience that might involve a writer in creating a hybrid of these. (When might you combine elements of report with persuasion when trying to convince someone that Brunel was a Great Briton?) Discuss what some of these hybrid texts might look like. Find examples.</p> <p>- Work in reverse. Select a writing purpose and audience (again possibly from prepared cards) and then imagine what text-type feature you might need to combine to fulfill it</p>	<p>Give pupils time to play and explore these games</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>AFL – Were the pupils able to identify possible hybrid non-fiction texts associated with trees?</p>
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(8) Consolidation of Knowledge – Why are trees Important? How a tree works. Why are they important to climate change? What can I do?					
<p>Literacy To combine different text-types to suit appropriate purposes and audiences.</p> <p>To write non-fiction effectively for a particular purpose and audience, drawing on and combining different language and organisational features as appropriate.</p> <p>Seeds for Schools To consolidate knowledge about the importance of trees.</p>	<p>Literacy Will look at hybrid non-fiction texts. Will discuss how these could be linked together. Discuss the written task Plan and complete the written task</p> <p>Seeds for Schools Pupils will discuss and include in their writing;</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores • Using Wood • Using Wood for fuel • Deforestation 	<p>To write a hybrid text – To write a diary entry about what happened when you planted trees. This will include information and explanation.</p> <p>Select the purpose and audience for a hybrid non-fiction text , and demonstrate the planning and writing process, drawing on the work in phase 1 and showing how to combine features of different text-types to fulfil the writing task effectively.</p> <p>For a different purpose and audience or combination of text-types, children plan and write a non-fiction text (possibly under test conditions) with a focus on using a range of appropriate language and organisational features.</p> <p>Talk Partner Discussions</p> <p>Pupils could describe and mention in their writing.</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores • Using Wood • Using Wood for fuel • Deforestation • Planting / protecting trees. 	<p>To write a hybrid text – To write a diary entry about what happened when you planted trees. This will include information and explanation.</p> <p>Pupils will be given time to discuss / plan and write their diary entry.</p> <p>Ensure that the pupils include appropriate vocabulary, punctuation, sentence openers and a range of connectives.</p> <p>Ensure the pupils use a good range of non-fiction text features..</p>	<p>Share, analyse and discuss some of the outcomes. Evaluate them, particularly against consideration of how well different text-type elements have been used and combined effectively to fulfil the writing task. Consider how to improve.</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>AFL – Were the pupils able to describe and explain the process and reasons behind their planting?</p> <p>Does it include the use of appropriate technical vocabulary and vocabulary appropriate to the planting of the trees?</p>
(9) Consolidation of Knowledge – Why are trees Important? How a tree works. Why are they important to climate change? What can I do?					
<p>Literacy</p> <p>Phase 3 - Playing with sentences To construct a wide variety of carefully chosen sentences appropriate for non-fiction texts.</p> <p>Seeds for Schools To consolidate knowledge about the importance of trees.</p>	<p>Literacy Pupils have created a range of simple, compound and complex sentences. Use a range of punctuation. Use technical vocabulary. Use a range of sentence openers and connectives.</p> <p>Seeds for Schools Pupil sentences will include work on the following.</p> <ul style="list-style-type: none"> • How the trees 	<p>Playing games about sentence types. These will be related to the importance of trees.</p> <p>In a non-fiction context play a number of sentence games designed to both revise and extend children's ability to construct and punctuate a wide variety of different types of sentence. There are numerous examples of these in Grammar for writing (Ref: 0107-2000).</p> <p>Games could include:</p> <ul style="list-style-type: none"> - sentence combining activities - making 'silly sentences' with particular given features, for example using conditionals, including a prepositional phrase - playing with active and passive verbs - experimenting by writing a given passage with only long sentences; rewriting with only very short sentences; rewriting again with alternate long and short sentences then comparing 	<p>Give pupils time to play and explore these games</p>	<p>Self assessment using the success criteria.</p> <p>Teacher observation and questions.</p> <p>AFL – were the pupils able to generate a variety of sentence types – simple, compound and complex?</p> <p>Have the pupils used a range of vocabulary,</p>	



	<ul style="list-style-type: none"> work The forest lifecycle. Carbon Stores Using Wood Using Wood for fuel Deforestation 	<p>and discussing the relative effect or impact of each.</p> <p>At all stages discuss what appropriate use of these sentences might be. Ensure that children can use punctuation to clarify the sentence structure and meaning. Make sure that these sentences created are linked to “Why are trees important?”, “The protection or planting of new trees” or “How using wood is a good material”.</p>		punctuation, sentence openers and connectives?
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(10) Consolidation of Knowledge – Why are trees Important? How a tree works. Why are they important to climate change? What can I do?

<p>Literacy To construct a wide variety of carefully chosen sentences appropriate for non-fiction texts.</p> <p>Seeds for Schools To consolidate knowledge about the importance of trees.</p>	<p>Literacy Pupils have created a range of simple, compound and complex sentences. Use a range of punctuation. Use technical vocabulary. Use a range of sentence openers and connectives.</p> <p>Seeds for Schools Pupil explanation texts will include paragraphs on the following.</p> <ul style="list-style-type: none"> How the trees work The forest lifecycle. Carbon Stores Using Wood Using Wood for fuel Deforestation 	<p>To write complex sentences about trees and their importance.</p> <p>Select one or more examples of effective non-fiction writing. In shared reading discuss and analyse the writer's range and choice of sentences and the effect this creates on the reader. Extend into group activity.</p> <p>Carefully establishing context, purpose and audience, model the writing of a section of non-fiction text, demonstrating particularly how to choose and vary sentence structure for maximum interest and impact.</p> <p>Example Complex Sentences – The enormous Oak, which was to be used to build houses, was moving gently in the wind.</p> <p>Though the young trees had not been in the ground very long, they would soon be cut down for fuel.</p> <p>If the trees were to be cut down, their carbon stores would be released into the atmosphere as carbon dioxide.</p>	<p>Writing a Setting using complex sentences.</p> <p>Take key visual shots and link to work on complex sentences and developing the use of punctuation for effect. Involve children in suggesting language and appropriate punctuation for effect.</p> <p>Pupils will write a number of complex sentences to describe a forest setting and include the “Importance of Trees” SEE EXAMPLES</p> <p>Encourage pupils to use a range of vocabulary, sentence openers, connectives and punctuation.</p>	<p>On the IWB display a large picture of a tree. Pupils will label words around to do with what they have learnt about trees.</p> <p>Extend this activity to identify adjectives, powerful verbs and adverbs associated with the tree picture.</p> <p>Save these as a word bank that can be used to support pupils writing later in the unit.</p> <p>Take a walk – allow pupils to walk around the room and read each others complex sentences. “Who has found a good connective, opener or piece of vocabulary?”</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>Peer and self marking of complex sentences.</p> <p>AFL – Have pupils successfully been able to write complex sentences? Are commas in the correct position? Have pupils used a range of vocabulary, connectives openers? Level 4/5 punctuation used?</p>
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(11) Consolidation of Knowledge – Why are trees Important? How a tree works. Why are they important to climate change? What can I do?

<p>Literacy To construct a wide variety of carefully chosen sentences appropriate for non-fiction texts.</p>	<p>Literacy Discuss the written task Plan and complete the written task</p>	<p>To write a piece of persuasive writing – To write a piece of persuasive writing trying to convince people to plant more trees. This will include information and explanation.</p> <p>Select the purpose and audience for a hybrid non-fiction text , and demonstrate the planning and writing process, drawing on</p>	<p>To write a piece of persuasive writing – To write a piece of persuasive writing trying to convince people to plant</p>	<p>Share, analyse and discuss some of the outcomes. Evaluate them, particularly against consideration of how well different text-</p>	<p>Teacher observations</p> <p>Teacher questioning</p>
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<p>Seeds for Schools To consolidate knowledge about the importance of trees.</p>	<p>Seeds for Schools Pupils will discuss and include in their writing;</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores • Using Wood • Using Wood for fuel • Deforestation 	<p>the work in phase 1 and showing how to combine features of different text-types to fulfil the writing task effectively.</p> <p>For a different purpose and audience or combination of text-types, children plan and write a non-fiction text (possibly under test conditions) with a focus on using a range of appropriate language and organisational features.</p> <p>Talk Partner Discussions</p> <p>Pupils could describe and mention in their writing.</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores • Using Wood • Using Wood for fuel • Deforestation • Planting / protecting trees 	<p>more trees. This will include information and explanation.</p> <p>Pupils will be given time to discuss / plan and write their diary entry.</p> <p>Ensure that the pupils include appropriate vocabulary, punctuation, sentence openers and a range of connectives.</p> <p>Ensure the pupils use a good range of non-fiction text features.</p>	<p>type elements have been used and combined effectively to fulfil the writing task. Consider how to improve.</p>	<p>Oral feedback and discussion</p> <p>AFL – Were the pupils able to describe and explain the process and reasons behind their planting?</p> <p>Does it include the use of appropriate technical vocabulary and vocabulary appropriate to the planting of the trees?</p>
<p>(12) Consolidation of Knowledge – Why are trees Important? How a tree works. Why are they important to climate change? What can I do?</p>					
<p>Literacy</p> <p>Phase 4 - Playing with paragraphs To construct meaningful and cohesive paragraphs appropriate for non-fiction texts.</p> <p>Seeds for Schools To consolidate knowledge about the importance of trees.</p>	<p>Literacy Paragraphs are clear. Good use of sentence types. Appropriate to the subject.f</p> <p>Seeds For Schools Pupils will discuss and include in their writing;</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores • Using Wood • Using Wood for fuel • Deforestation 	<p>Playing games about paragraphs. These will be related to the importance of trees.</p> <p>Again in an appropriate non-fiction context, play a number of paragraphing games designed to both revise and extend children's ability to organise writing into meaningful and cohesive paragraphs. These could include:</p> <ul style="list-style-type: none"> - cutting a text into paragraphs and then jumbling them and asking children to rearrange them in the right or best order, explaining why - grouping cards with different information sentences for a particular topic into paragraphs, adding connectives to achieve cohesion both within and between paragraphs, (perhaps using 'silly sentences' to add fun) - presenting the paragraphs of a text in random order and asking children to add connectives to try to connect them to make sense (orally or in writing) - matching headings to jumbled non-fiction paragraphs or sections or devising headings for them. <p>Where necessary, model the above activities first.</p> <p>At all stages discuss what appropriate and effective paragraphs</p>	<p>Give pupils time to play and explore these games</p>		<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>Peer and self marking of paragraphs</p> <p>AFL – Have pupils successfully been able to write complex sentences and include these in their paragraphs? Are commas in the correct position? Have pupils used a range of vocabulary,</p>



		should look like. Ensure that children can use connectives to clarify the internal and external cohesion of paragraphs. . Make sure that these paragraphs created are linked to “Why are trees important?”, “The protection or planting of new trees” or “How using wood is a good material”.		connectives openers? Level 4/5 punctuation used?	
(13) Consolidation of Knowledge – Why are trees Important? How a tree works. Why are they important to climate change? What can I do?					
<p>Literacy To construct meaningful and cohesive paragraphs appropriate for non-fiction texts.</p> <p>Seeds for Schools To consolidate knowledge about the importance of trees.</p>	<p>Literacy Seeds for schools Pupils will discuss and include in their writing;</p> <ul style="list-style-type: none"> How the trees work The forest lifecycle. Carbon Stores Using Wood Using Wood for fuel Deforestation 	<p>Examine a number of non-fiction texts in order to identify the use of paragraphs.</p> <p>Select one or more examples of effective non-fiction writing. In shared reading discuss and analyse the writer’s use of paragraphing and the effect this creates on the reader. Extend into group activity.</p> <p>Compare this to another non-fiction text where alternatives to paragraphing are used (separate headed sections, etc.). Discuss which is appropriate for what purpose.</p> <p>Look at example paragraphs related to “The importance of trees and the use of wood as a fuel.</p>	<p>Pupils will write paragraphs related to the following areas;</p> <ul style="list-style-type: none"> How the trees work The forest lifecycle. Carbon Stores Using Wood Using Wood for fuel Deforestation 	<p>Take a walk – Allow pupils to walk around the room and read each others complex sentences. “Who has found a good connective, opener or piece of vocabulary?”</p>	<p>AFL – Have pupils successfully been able to write complex sentences and include these in their paragraphs? Are commas in the correct position? Have pupils used a range of vocabulary, connectives openers? Level 4/5 punctuation used?</p>
(14) Consolidation of Knowledge – Why are trees Important? How a tree works. Why are they important to climate change? What can I do?					
<p>Literacy To construct meaningful and cohesive paragraphs appropriate for non-fiction texts.</p> <p>Seeds for Schools To consolidate knowledge about the importance of trees.</p>	<p>Literacy Discuss the written task Plan and complete the written task</p> <p>Seeds for Schools Pupils will discuss and include in their writing;</p> <ul style="list-style-type: none"> How the trees work The forest lifecycle. Carbon Stores Using Wood Using Wood for fuel Deforestation 	<p>To write a piece of discursive writing – To write a piece of discursive writing trying to discuss the impact of trees on climate change. Why should we use wood for fuel? This will include information and explanation.</p> <p>Select the purpose and audience for a hybrid non-fiction text , and demonstrate the planning and writing process, drawing on the work in phase 1 and showing how to combine features of different text-types to fulfil the writing task effectively.</p> <p>For a different purpose and audience or combination of text-types, children plan and write a non-fiction text (possibly under test conditions) with a focus on using a range of appropriate language and organisational features.</p> <p>Talk Partner Discussions</p> <p>Pupils could describe and mention in their writing.</p> <ul style="list-style-type: none"> How the trees work The forest lifecycle. Carbon Stores Using Wood Using Wood for fuel 	<p>To write a piece of discursive writing – To write a piece of discursive writing trying to discuss the impact of trees on climate change. Why should we use wood for fuel? This will include information and explanation.</p> <p>Pupils will be given time to discuss / plan and write their diary entry.</p> <p>Ensure that the pupils include appropriate vocabulary, punctuation, sentence openers and a range of connectives.</p>	<p>Share, analyse and discuss some of the outcomes. Evaluate them, particularly against consideration of how well different text-type elements have been used and combined effectively to fulfil the writing task. Consider how to improve.</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>AFL – Were the pupils able to describe and explain the process and reasons behind their planting?</p> <p>Does it include the use of appropriate technical vocabulary and vocabulary appropriate to the planting of the</p>



		<ul style="list-style-type: none">• Deforestation• Planting / protecting trees.	Ensure the pupils use a good range of non-fiction text features.		trees?
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