

DAY 1 Revisiting non-fiction text types

Key features	Stages	Additional opportunities
<p>Information processing: identify relevant information</p>	<p>Introduction Review with the children how to identify the different text types: Persuasion, Report, Explanation, Instruction, Recount, Discussion. Titles may give an indication of the text type as well as layout and use of language. Draw their attention to the fact that texts might be a mix of genres. For example, a procedural text such as a recipe may include an element of recount as the chef describes where they first encountered the recipe. Remind children about efficient ways of accessing the information from non-fiction texts. Show them how to access information quickly by skimming up and down the page locating headings and boxes and to get a sense of the overall structure. For more specific location of information they can scan the lines of the text to look for key words.</p> <p>Independent work Using copies of the extracts from the CD-ROM: <i>Frog Lollies</i> (explanation), <i>Mars</i> (report) and <i>Internet dangers and delights</i> (argument), <i>Stop the Rot</i> (instruction) <i>Letter of Complaint</i> (persuasion) <i>Charlotte Brontë</i> (recount) ask children, in pairs, to highlight structural and language features of each. Draw attention to both organisation and language features of each text type.</p> <p>Plenary Summarise the features and clarify the purpose of each text type in turn: explanation (how or why things work or happen); report (describing the way things are); discussion (reasoned argument); instruction (how to do something); recount (retelling events in time order); persuasion (why you should think this). List and display the characteristics to aid revision.</p>	

DAY 2 Using skeletons as visual aids to text structure

Key features	Stages	Additional opportunities
<p>Information processing: explore and tease out elements</p>	<p>Introduction Display a copy of text skeletons (see photocopiable pages 181 to 186) and remind the children how these can act as aide-memoire to the structure of different text types both for the reading test and for the writing test. Use one of the texts from the previous lesson, for example, <i>Frog lollies</i> to demonstrate using the Explanation skeleton from the CD-ROM, how the skeleton provides a map for this structure.</p> <p>Independent work Working with a selection of texts from a range of sources, children should use the six skeletons from the CD-ROM to demonstrate how the texts are organised.</p> <p>Plenary Reinforce how skeletons can be used to support children in test situations both to understand the organisation of texts in the reading comprehension papers and as a planning aid for writing.</p>	