UNIT 4 ■ Teaching sequence

Phase	Children's objectives	Summary of activities	Learning outcomes
1	I can recognise a non-chronological report. I can use the text layout features to find information. I can ask and answer all my own questions based on the report. I can create a text map. I can use success criteria to evaluate different texts.	Read and analyse a non-chronological report. Identify the main features and retrieve specific information from a non-chronological report. Use an evaluation grid; identify reading pathways to retrieve information. Create a text map of a non-chronological report. Sort paper and ICT texts into more or less effective, using class success criteria.	Children can identify the main features of a non-chronological report, including grammatical features and key vocabulary. Children can evaluate non-chronological reports, expressing their views clearly and using evidence from the text.
2	I can read a writing skeleton. I can plan and create a skeleton. I can evaluate other skeletons. I can use feedback to edit my own skeleton.	Plan a skeleton of key interests. Plan and create a skeleton. Review, evaluate and give feedback on a draft plan. Read feedback comments and edit a plan appropriately.	Children can organise their ideas into general themes, subheadings, key details and information.
3	I can use my plans to write a topic paragraph. I can use a report template. I can write my own non-chronological report. I can edit text electronically. I can evaluate my partner's text. I can use feedback to edit my own report.	Collaborate on modelled writing. Write on a report template. Collaborate on revising and re-drafting text on screen. Give and receive oral feedback. Independently edit texts, addressing feedback points.	Children can write a paragraph on a theme, using subheadings, key details and information to structure the text.

Provide copies of the objectives for the children.