

## Extra support writing

Monday 8th February 2021

WALT: write by organising paragraphs around a theme

Over the last two weeks, you learnt all about non-chronological reports and wrote some fantastic reports about Viking warriors! This week, you're going to be using everything you learnt to write a non-chronological report about a topic of your choice.

The first thing you will need to do is to gather information about your chosen topic. Pick something you already know a lot about - your report will be a lot easier to write if you do! You can then use websites to add detail to the knowledge you already have.

Here are some ideas.



Use the table to help you gather your research.

Heading -

**Introduction** - *General information about your chosen topic. For example, it could be general information about a pet you have or a computer game you play*

Sub-Heading -

*This section needs to be about one aspect of your topic. For example, if you are writing about a pet this section could be about caring for your pet or if you are writing about a computer game it could be about how you play the game.*

Sub-Heading

*This section needs to be about another aspect of your chosen topic. For example, if you are writing about a pet this section could be about entertaining your pet or if you are writing about a computer game it could be about how to earn rewards and what you can spend them on.*

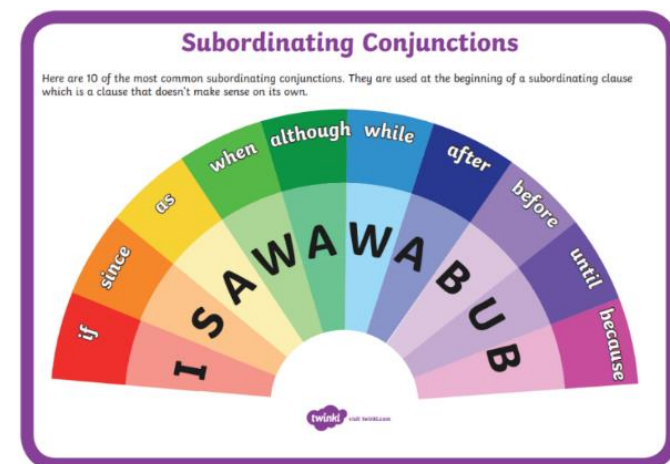
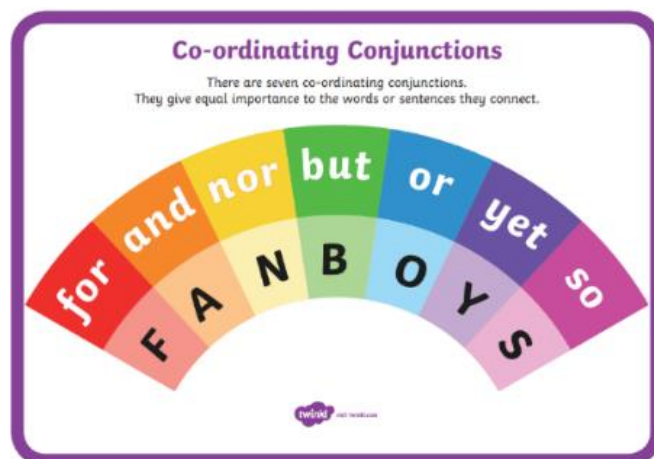
Tuesday 9<sup>th</sup> February 2021

WALT: write by organising paragraphs around a theme

Today, you're going to use your table from yesterday to write and edit the introduction to your report on your chosen topic.

Here is our success criteria:

Heading and subheadings	
Full stops, Capital letters and commas	
Informal vocabulary	
Topic specific vocabulary	
Co-ordinating conjunctions	
Subordinating conjunctions	
Possessive apostrophes	
Pronouns to avoid repetition	
Consistent use of past or present tense	



Did you notice how it's almost the same as the success criteria for your Viking warrior reports?

There are however a couple of differences. The first difference is that 'Viking vocabulary' has become 'topic specific vocabulary' since we're not writing about the Vikings anymore. For me, this will be vocabulary relating specifically to my chosen topic of Owning a Cat

The second difference is that it now says 'consistent use of the past or present tense' instead of past tense, as you won't necessarily be writing about something that happened in the past. 'Consistent use of' means you need to pick a tense and stick to it. I'll be writing in the present tense because people still have cats as pets.

### Task 1 - Nasty Writing

Let's recap the two different types of tenses we have learnt so far!

	Present	Past
<b>Simple</b>	Shows that the verb (action) happens regularly. I <b>work</b> in London. She <b>wears</b> dresses.	Shows that the verb (action) was completed, often (but not always!) using <b>-ed</b> . I <b>worked</b> in London. She <b>wore</b> a dress.
<b>Progressive</b>	Shows that the verb (action) is ongoing, using <b>is/am/are</b> and <b>-ing</b> . I <b>am working</b> in London. She <b>is wearing</b> a dress.	Shows that the verb (action) was ongoing, using <b>was/were</b> and <b>-ing</b> . I <b>was working</b> in London. She <b>was wearing</b> a dress.

Confused? Watch this video about tenses: Just focus on the parts about simple past and present and progressive past and present.

[https://www.youtube.com/watch?v=7GAjEdOiNaI&feature=emb\\_logo](https://www.youtube.com/watch?v=7GAjEdOiNaI&feature=emb_logo)

Change these sentences from the past tense to the present tense.

The first one has been done for you.

Past tense - He *walked* through the park

Present tense- He *walks* through the park.

1. Past tense- I *was* playing my toys.

Present tense- I \_\_\_\_\_ playing with my toys.

2. Past tense - I *cooked* dinner for my family.

Present tense - I \_\_\_\_\_ dinner for my family.

3. Past tense - I *was* cleaning my bedroom.

Present tense - I \_\_\_\_\_ cleaning my bedroom.

How did you do? Check your answers on the next page.

## Task 2 - Write the introduction to your non-chronological report

Here is my first section from the information gathering and research I did.

Introduction - General Information about owning a cat
<ul style="list-style-type: none"><li>• Cats are cute and cuddly</li><li>• Cats are independent</li><li>• Cats are friendly</li><li>• Cats have different personalities</li></ul>

Before I could start writing, I needed to do think about how I should order my information so it has a *Starting Topic Sentence*, a *Supporting sentence* (to give more information about owning a cat) and an *Ending sentence* (to lead the reader into the rest of my report)

Once I had decided on my sentence order, I wrote my introduction remembering to add some informal chatty language, just like in my Viking report, as well as adjectives and conjunctions to add more detail.

Here is the introduction to my report.

### A Guide to Owning a Cat

1. Cats are cute, friendly creatures with many different personalities. - *Topic sentence*  
- *this tells the reader that the report is going to be about cats.*
2. Although they've made a name for themselves as independent pets who go their own way, they need more care and attention than you might think. - *Supporting sentence* - *this links to the previous sentence, giving more information about cats.*
3. Keep reading to find out how to look after these fabulous felines. - *Ending sentence* - *this tells the reader that the rest of the report will be about looking after cats.*

Remember that an introduction doesn't go into anything too specific, it's just gives the reader a general idea of what the report is about.

Now it's your turn! Write your introduction to your report in the table below using your success criteria and your information gathering and research table from yesterday.

If you're feeling stuck about what any of the success criteria means, use the support sheet on the very last page of this Writing booklet.

Answers to the Nasty writing here:

Present tense- I **am** playing with my toys.

Present tense - I **cook** dinner for my family.

Present tense - I **am** cleaning my bedroom.

Heading -

Starting sentence -

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Supporting sentence -

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Ending sentence - Tell the reader why they need to keep reading your report.

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### Task 3 - Edit your introduction

Your final task for today is to re-read your introduction and edit it! First, tick off the parts of the success criteria you have used. I have colour-coded mine to help you:

#### A Guide to Owning a Cat

Cats are cute, friendly creatures with many different personalities. Although they've made a name for themselves as independent pets who go their own way, they need more care and attention than you might think. Keep reading to find out how to look after these fabulous felines.

Heading and subheadings	✓
Full stops, Capital letters and commas	✓
Informal vocabulary	✓
Topic specific vocabulary	✓
Co-ordinating conjunctions	✓
Subordinating conjunctions	✓
Possessive apostrophes	
Pronouns to avoid repetition	✓
Consistent use of past or present tense	✓

Now that I've re-read my writing, I've realised I haven't used any possessive apostrophes, so I'll make sure I use them in my other paragraphs. I haven't used much topic specific vocabulary either so I will make sure I include that too.

Now edit yours, using your success criteria. Afterwards, read it to someone else to check that it makes sense. Edit it again if it doesn't make sense.

Wednesday 10<sup>th</sup> February 2021

WALT: write by organising paragraphs around a theme

Possessive apostrophes are part of your success criteria again this week, so let's recap what they are!

### Rules for Possessive Apostrophes

- If the root word doesn't end in an 's', then you need to add an apostrophe and an 's'. This is often the case with singular nouns (one thing).  
**Example:** Freya's brother
- If the root word already ends in an 's', then you just need to add an apostrophe on the end. This is often the case with plural nouns (more than one thing).  
**Example:** The Vikings' longships

For more explanation of possessive apostrophes, please follow this link:

<https://www.bbc.co.uk/bitesize/topics/zxwmxnb/articles/zx9ydxs>

Try putting the possessive apostrophe in the right place in the phrases below.

1. The mans hat
2. Lots of flowers stems
3. Marys cat
4. Lewis rabbit

### Task 2 - Write the second paragraph to your non-chronological report

Today, you are writing the second paragraph to your non-chronological report. Let's remind ourselves of the success criteria we are using this week:

Heading and subheadings	
Full stops, Capital letters and commas	
Informal vocabulary	
Topic specific vocabulary	
Co-ordinating conjunctions	
Subordinating conjunctions	
Possessive apostrophes	
Pronouns to avoid repetition	
Consistent use of past or present tense	



Below is the second section of my information gathering and research table. You will need to have your copy of this section in front of you to complete your work today.

Caring for Cats
<ul style="list-style-type: none"><li>• Litter tray or cat flap</li><li>• Food bowl</li><li>• Water</li><li>• Cat bed</li><li>• Cat toys</li></ul>

Once again, I needed to think about ordering my information so it had a **Starting Topic Sentence**, a **Supporting sentence** to give more information about caring for cats and an **Ending sentence** to sum up my information and lead the reader into the next part of my report.

Here is my second paragraph.

### Caring for Cats.

In order to care for a cat you need to make sure they are fed twice a day and have somewhere warm to sleep. (**Topic Sentence**) Your cat's diet will need to consist of cat biscuits, wet food from a tin or both. They will also need a bowl of water which must be changed regularly. Cats will sleep anywhere but it is a good idea to have a soft bed for them to curl up in. (**Supporting sentences**) Cats are also very playful so having some cat toys would be good. (**Ending sentence**)

Whilst doing my writing, I made sure I read through my work regularly to ensure my sentences made sense. I also added more detail to what's in my table and I checked my success criteria regularly to ensure I used the correct language devices and structured my paragraph correctly.

I even remembered to add in an apostrophe

→ Your cat's diet

which I forgot to use in my introduction paragraph yesterday.

Now it's your turn! Write the second paragraph of your report, using your success criteria and your plan.

Now that you've edited your introduction, please email it to your class teacher! There will be video feedback on this to help you write the next paragraphs.

If you're feeling stuck about what any of the success criteria means, use the support sheet on the very last page of this Writing booklet.

*Sub-Heading -*

*Starting sentence -*

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*Supporting sentence -*

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*Ending sentence -*

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### Task 3 - Edit your second paragraph

Your final task for today is to reread your paragraph and edit it! First, tick off the parts of the success criteria you have used. I have colour-coded mine again to help you:

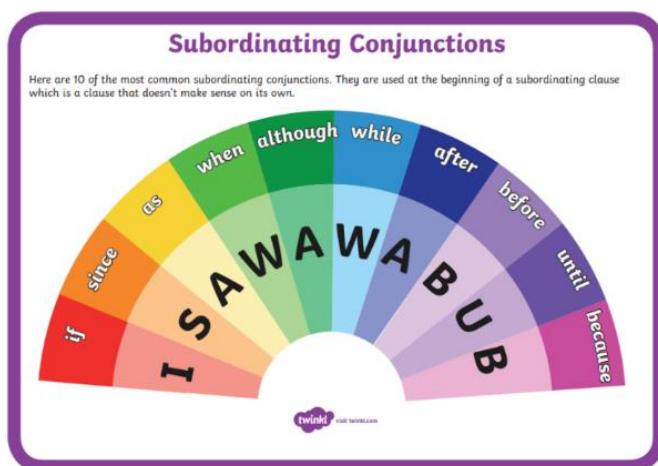
#### Caring for Cats

In order to care for a cat you need to make sure they are fed twice a day and have somewhere warm to sleep. Your cat's diet will need to consist of cat biscuits, wet food from a tin or both. They will also need a bowl of water which must be changed regularly. Cats will sleep anywhere ~~but~~<sup>MI</sup> it is a good idea to have a soft bed for them to curl up in. Cats are also very playful so having some cat toys would be good.

Heading and subheadings	✓
Full stops, Capital letters and commas	✓
Informal vocabulary	✓
Topic specific vocabulary	✓
Co-ordinating conjunctions	✓
Subordinating conjunctions	
Possessive apostrophes	✓
Pronouns to avoid repetition	✓
Consistent use of past or present tense	✓

MI - although

This time I have forgotten to include Subordinating conjunctions so I have edited my paragraphs to include one. I used the ISAWAWUBUB resource to help me choose one that made sense in my paragraph.



Now edit yours! Afterwards, read it to someone else to check that it makes sense.

Thursday 11<sup>th</sup> February 2021

WALT: write by organising paragraphs around a theme

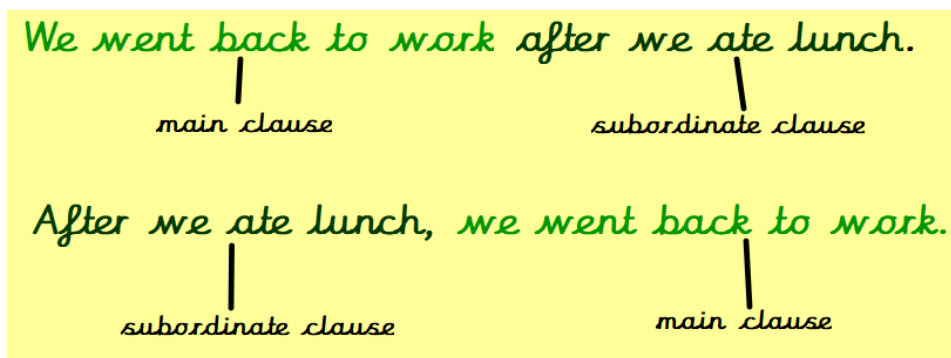
### Task 1 - Nasty Writing

Part of your success criteria this week is to use co-ordinating and subordinating conjunctions.

Co-ordinating conjunctions join two main clauses together (clauses that CAN stand alone as sentences).

*I like drawing but I prefer writing.*

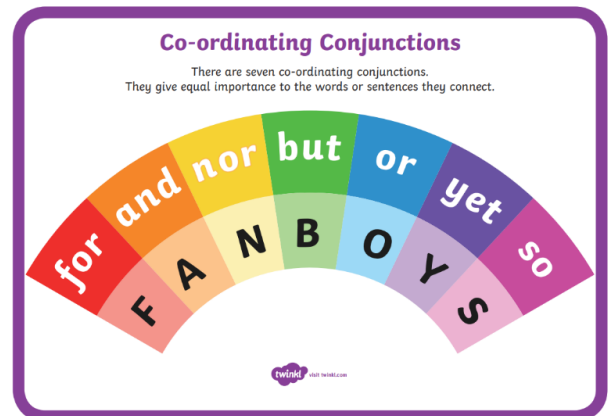
Subordinating conjunctions join main clauses to subordinate clauses (clauses that CAN'T stand alone as a sentence).



Use a co-ordinating conjunction to join a main clause to the main clause below:

I love playing chess \_\_\_\_\_

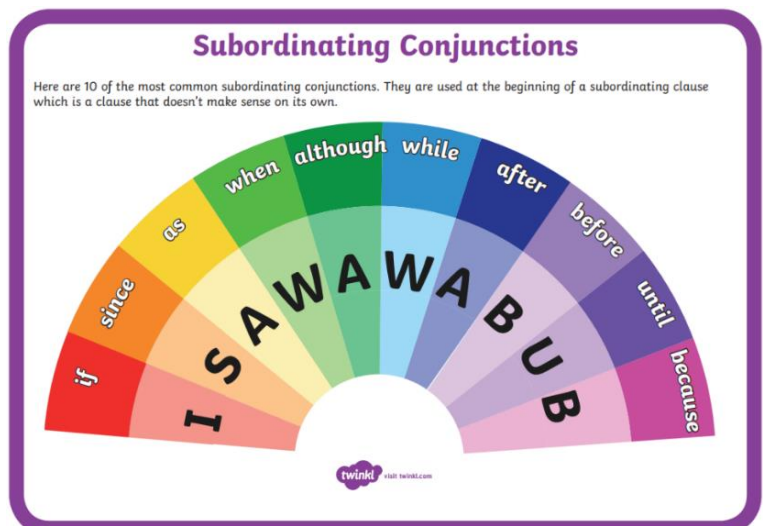
\_\_\_\_\_  
\_\_\_\_\_.



Use a subordinating conjunction to join a subordinate clause to the main clause below

I go to the park \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.



## Task 2 - Write the third paragraph to your non-chronological report.

Today, you are writing the third paragraph of your non-chronological report. Let's remind ourselves of the success criteria we are using this week:

Heading and subheadings	
Full stops, Capital letters and commas	
Informal vocabulary	
Topic specific vocabulary	
Co-ordinating conjunctions	
Subordinating conjunctions	
Possessive apostrophes	
Pronouns to avoid repetition	
Consistent use of past or present tense	

Below is the third section of my information gathering and research table. You will need to have your copy of this section in front of you to complete your work today

Curious Cats
<ul style="list-style-type: none"><li>• Wool or thread</li><li>• Dangly toys - Feather on stick</li><li>• Tunnels and boxes</li><li>• Cupboards, beds and Curtains</li></ul>

Once again, I needed to think about ordering my information so it had a **Starting Topic Sentence**, a **Supporting sentence** to give more information about toys for cats and an **Ending sentence** to sum up my report.

Here is my third paragraph

### Curious Cats

Because cats are very curious creatures and like to investigate their surroundings, they often go missing or get stuck in the strangest of places! (**Starting Sentence**) To stop your cat from investigating under beds, in cupboards and up curtains, it is a good idea for them to have something fun to play with. This can be as simple as a cardboard box or a stick with a feather on. (**Supporting Sentence**) They also loved playing with a ball of wool or thread so are definitely the most playful and cheapest pet to own. (**Ending Sentence**)

Now it's your turn! Write the third paragraph of your report, using your success criteria and your plan.

If you're feeling stuck about what any of the success criteria means, use the support sheet on the very last page of this Writing booklet.

*Sub-Heading -*

*Starting sentence -*

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*Supporting sentence -*

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*Ending sentence - Remember to sum up your report.*

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### Task 3 - Edit your third paragraph

Your final task for today is to reread your paragraph and edit it! First, tick off the parts of the success criteria you have used. I have colour-coded mine to help you:

#### Curious cats

Because cats are very curious creatures and like to investigate their surroundings, they often go missing or get stuck in the strangest of places. To stop your cat from investigating under beds, in cupboards and up curtains, it is a good idea for them to have something fun to play with. This can be as simple as a cardboard box or a stick with a feather on. They also ~~love~~<sup>MI</sup> playing with a ball of wool or thread so are definitely the most playful and cheapest pet to own.

Heading and subheadings	✓
Full stops, Capital letters and commas	✓
Informal vocabulary	✓
Topic specific vocabulary	✓
Co-ordinating conjunctions	✓
Subordinating conjunctions	✓
Possessive apostrophes	
Pronouns to avoid repetition	✓
Consistent use of past or present tense	✓

MI - Love

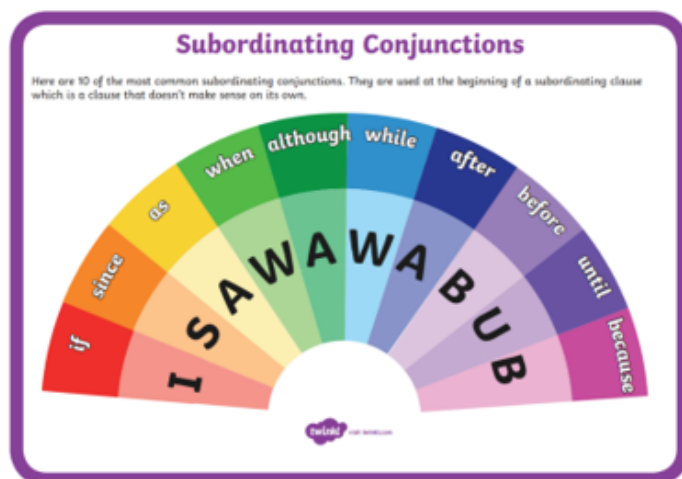
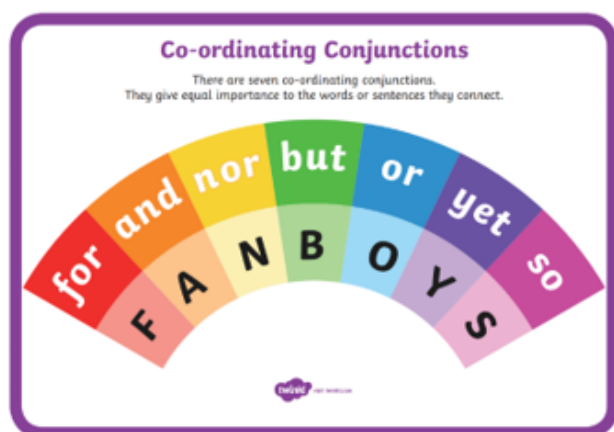
This time I have used most of success criteria but haven't managed to include a possessive apostrophe or consistently use the present tense. Because I accidentally slipped into the past tense, I've edited it to make present tense again but I cannot find anywhere to add a possessive apostrophe so rather than adding one where it doesn't make sense I will leave it out.

Now edit yours, using your success criteria. Afterwards, read it to someone else to check that it makes sense. Edit it again if it doesn't make sense.

And now you've finished your report, well done!



## Conjunctions



## Possessive apostrophes

Apostrophes that show who something belongs to.

- **Example:** Freya's brother
- **Example:** The Vikings' longships

## Pronouns to avoid repetition

Instead of writing something like this:

**The Vikings** came from Scandinavia and **the Vikings** invaded many countries around Europe.

You replace the repeated noun with a pronoun:

**The Vikings** came from Scandinavia and **they** invaded many countries around Europe.

## Tenses

	Present	Past
<b>Simple</b>	Shows that the verb (action) happens regularly.  I <b>work</b> in London. She <b>wears</b> dresses.	Shows that the verb (action) was completed, after (but not always!) using <b>-ed</b> .  I <b>worked</b> in London. She <b>wore</b> a dress.
<b>Progressive</b>	Shows that the verb (action) is ongoing, using <b>is/am/are</b> and <b>-ing</b> .  I <b>am working</b> in London. She <b>is wearing</b> a dress.	Shows that the verb (action) was ongoing, using <b>was/were</b> and <b>-ing</b> .  I <b>was working</b> in London. She <b>was wearing</b> a dress.