

## Week 12 - Precis and NCR

Lesson 1 - Nasty writing - Past tense - regular  
WALT compare our precis

Lesson 2 - Nasty writing - Past tense - irregular  
WALT recognise the features of a non-chronological report.

Lesson 3 - Nasty writing - Subordinating conjunctions



WALT experiment with formal and informal language

Lesson 4 - Nasty writing - parenthesis -  
WALT create a vocabulary bank.

**Marking Priority**

Best work to in-depth  
mark



WALT compare our precis

Lesson 1

What is a precis?



What type of writing would this be suitable for?



What is the process of writing a precis?

WALT compare our precis

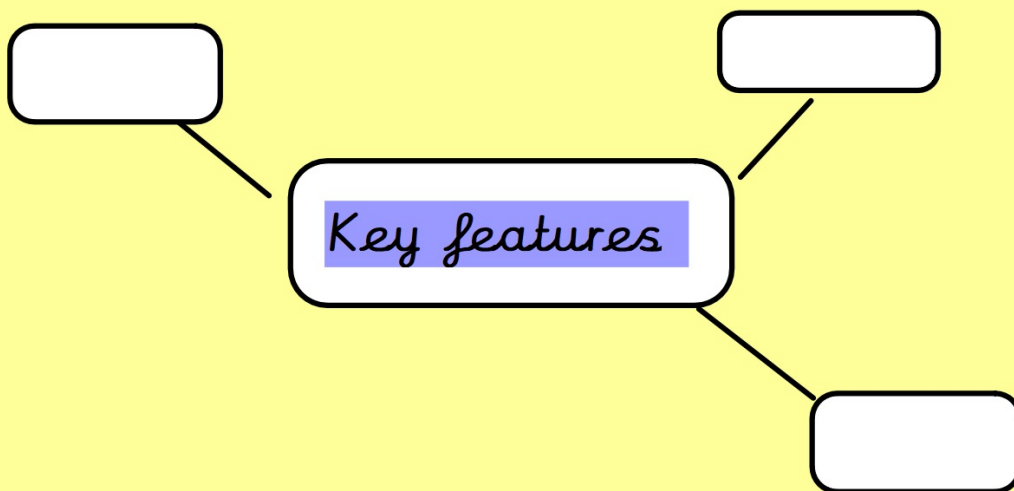
Lesson 1

Today you are going to be peer marking each other's precis that you created last week.

WALT compare our precis

Lesson 1

What might we look for in each other's precis?



Create mind map



WALT compare our precis

Lesson 1

You may want to think about:

- Have they used the key words in their vocabulary map?
- Does it make sense?
- Have they got non-negotiables (full stops, capital letters, etc)?
- Is it clear?
- Could you suggest any improvements?

WALT compare our precis

Lesson 1

Let's go through this example together:



Metacognition

FIND A CHILDS EXAMPLE

- Have they used the key words in their vocabulary map?
- Does it make sense?
- Have they got non-negotiables (full stops, capital letters, ect)?
- Is it clear?
- Could you suggest any improvements?

What has been done well in this precis?

What can be done to improve it?

Teacher to model

## WALT compare our precis

Lesson 1

You have 20 minutes to go through both of the precis your partner wrote last week. You need to make suggestions using **red pen**.

- Have they used the key words in their vocabulary map?
- Does it make sense?
- Have they got non-negotiables (full stops, capital letters, etc)?
- Is it clear?
- Could you suggest any improvements?

WALT compare our precis

Lesson 1

Now that your partner has made suggestions of what you can add to your precis, you now need to think about their suggestions, and make any amendments necessary.

FIND A CHILDS EXAMPLE



Metacognition

Teacher to model

WALT compare our precis

Lesson 1

Plenary:

Read through your precis and check that it makes sense

WALT recognise the features of a non-chronological report.

Lesson 2

What is the purpose of a report?

What does it mean for something to be non-chronological?

What sort of texts might these be? Where would we find them?

## Lesson 2

By the end of this topic, you will have created a non-chronological report on either Medusa, Minotaur or Perseus from Greek mythology.

You are writing to engage Year 5 children, so will need to think about your tone accordingly.

What features do you notice?  
Read as a class

# Werewolves

**Werewolves, also known as lycanthropes, are mythological or folkloric humans with the ability to shape-shift into a hybrid wolf-like creature. They are generally found in Europe and date from the medieval period. The legend of the werewolf developed in parallel to the belief in witches and is still evident in popular culture today.**

## How dangerous are they?

Often perceived as a threat throughout history, werewolves generally prey on any living thing; however they particularly target children. Werewolves attack in a variety of ways. The Scandinavian werewolf is known to possess poison-coated claws. This creature uses its gaze to paralyse its victims which enables the final blow to be delivered with devastating accuracy. Some werewolves are known to target the graves of their victims; digging up bodies to consume to satisfy their cravings.

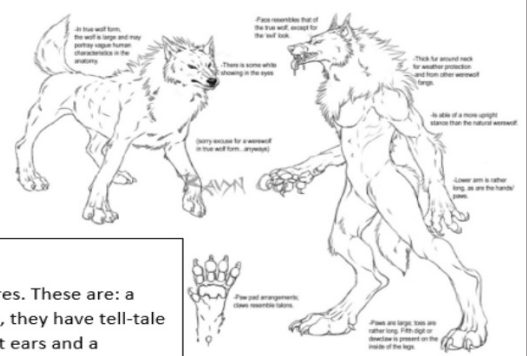
## Modern culture

Even after many centuries of tales, a fascination with werewolves still exists in modern society. The most popular depiction of a werewolf on film is in the renowned movie franchise: 'Twilight'. Another work of fiction which mentions these mythical beasts is 'Harry Potter'. This series of books features several werewolves (including Remus Lupin).



## Shape-shifting ability

Werewolves are humans who transition into wolf-like creatures, either purposefully or after being placed under a curse. Various methods of becoming a werewolf have been reported. In folklore, most werewolves originate from being cursed or bitten by another werewolf. Historically, most werewolves transform under the light of a full moon. Some historical tales list other stranger methods of transformation, such as: rubbing the body with magic ointment, drinking rainwater out of the footprint of the animal or repeating a set spell. After returning to their human form, werewolves are usually documented as becoming weak, debilitated and undergoing painful, nervous depression.



## Appearance

Traditionally, a werewolf is indistinguishable from an ordinary wolf apart from several features. These are: a larger body, lack of a distinct tail, human eyes and voice. When a werewolf is in human form, they have tell-tale physical traits including: meeting of both eyebrows ('monobrow'), curved fingernails, low-set ears and a swinging stride.



# Werewolves

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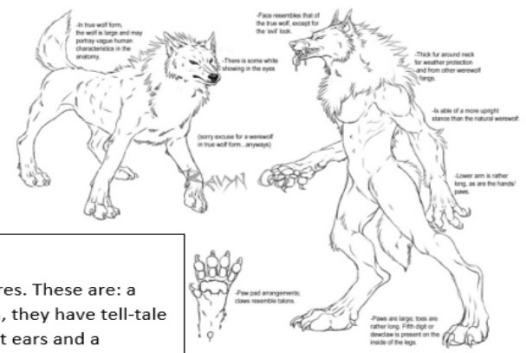
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How could this be improved?

## Lesson 2

Your task...

Add features of non-chronological reports that you notice - one in each box.

| WALT: To identify the features of a non-chronological report.                             | Report 1 | Report 2 |
|---|----------|----------|
| Heading  |          |          |
| Facts    |          |          |
|   |          |          |
|   |          |          |
|   |          |          |
|   |          |          |
|   |          |          |
|   |          |          |
|   |          |          |
|   |          |          |

Look at 2 different reports - tick off if they have each of the features that you have identified, then underline examples in colours for each feature (teacher model)

Challenge:

Which report is the most effective?

Why? Explain using evidence from the report.

What examples do we have from the features listed?

| WALT: To identify the features of a non-chronological report. | Report 1 | Report 2 |
|---|----------|----------|
| Heading   |          |          |
| Subheading  |          |          |
| Paragraphs  |          |          |
| Diagrams  |          |          |
| Pictures  |          |          |
| Captions  |          |          |
| Topical vocabulary  |          |          |
| Facts   |          |          |
|   |          |          |
|   |          |          |

Did you have other features added to your list?

## WALT experiment with formal and informal language.

Lesson 3

What do the words formal and informal mean?

Where might we find writing with a formal tone?

Where might we find writing with an informal tone?

### Lesson 3

*Let's read through this introduction on Medusa.  
Do you think it's formal or informal? Why?  
Prove it!*

#### The mythological beast – Medusa

Medusa, one of the most famous mythological creatures, was a dreadful being – feared by all due to her alternative appearance and alarming abilities. Though she began life as a beautiful mortal, she ended it as a winged monster.



### Lesson 3

*How about this one? How do you know?  
Prove it!*

#### **Menacing Medusa**

Have you heard about Medusa? Terrifying stare? Body of a snake? Well whether you have or haven't, this report is for you! She was one of the beasts in Greek myths and was an absolute terror tyrant. She started life as a human, but finished it as a monster!



### Lesson 3

*Now let's compare them. Can you hear the difference?*

#### The mythological beast – Medusa

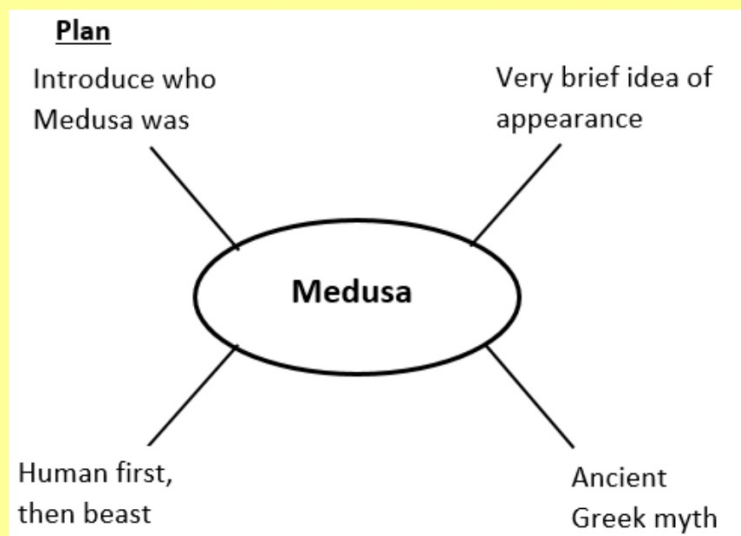
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## Plan

We are going to give you a plan to work from for today, just to practise writing in both a formal and informal way.



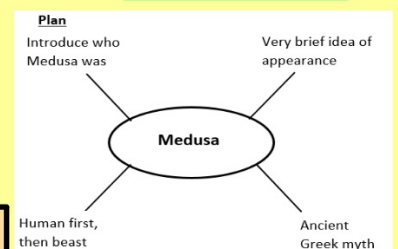
*Sometimes we don't write our plans in order. Let's number these from 1-4 so that we know what order we want to write them in.*



I'm going to have a go at writing  
a small introduction in a non-formal  
tone.

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### Lesson 3



### Metacognition



(Teacher  
example)

I Do



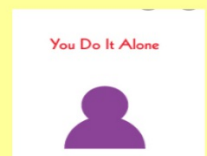
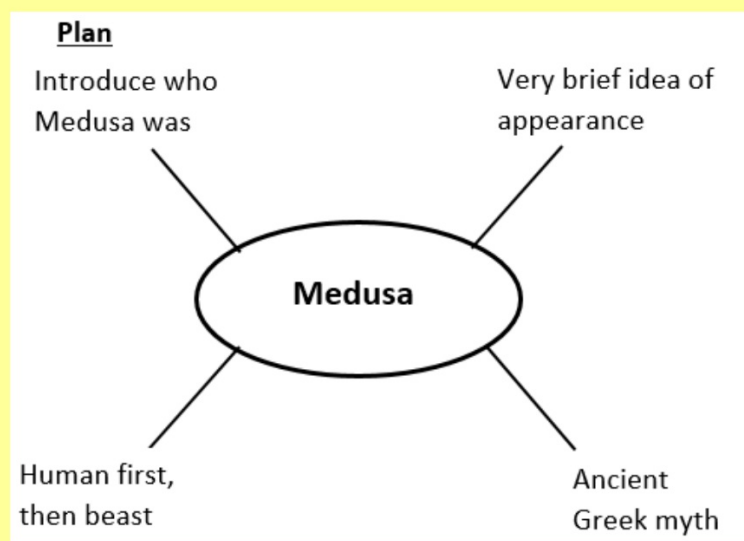
We Do



Is there anything I could do to improve this?  
(Teacher  
models)

### Lesson 3

Now it's your turn. Can you use the plan we have given you to create an informal introduction for a non-chronological report about Medusa?



(Independent)

### Lesson 3

T - let children try this themselves now for 10 mins. Copy your example from previous page to this one so that you can show how to make changes to turn it into a formal piece when they're finished.

Formal

|  |
|--|
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### Lesson 3

Now it's your turn again. Can you make some amendments to your informal introduction on Medusa to turn it into a more formal piece?

Would anyone like to share both their formal and informal introductions?



(Independent)



## Plenary

Remind me, what are the features of both a formal and informal text?

If we're writing a non-chronological report for other Year 5 children, what sort of tone do you think we should use? Why?

WALT create a vocabulary bank.

## Lesson 4

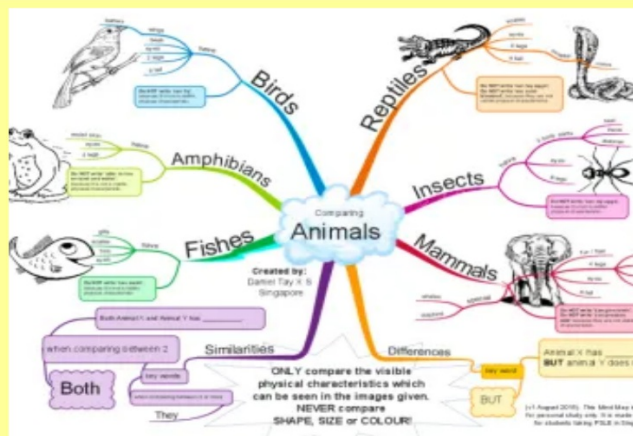
Today we are going to be creating a wordbank and glossary to help us with our non-chronological report.



WALT create a vocabulary bank.

Lesson 4

What is a wordbank?



First, we are going to create a wordbank for our chosen character.



WALT create a vocabulary bank.

Lesson 4



Create a wordbank for your chosen character

Metacognition

Medusa

Teacher to read out fact and then model note taking around the wordbank.



(Teacher models)



WALT create a vocabulary bank.

Lesson 4

You now have 20 minutes to read the fact sheet for your character and create a wordbank.

PUT IN FACT SHEET IMAGE

WALT create a vocabulary bank.

Lesson 4

What is a glossary?

Which texts do we see them  
in?

What do they look like?

WALT create a vocabulary bank.

Lesson 4

What is a glossary?



Which texts do we see them in?



# WALT create a vocabulary bank.

## Lesson 4

What do they look like?

### Glossary

**activity** something you do for fun

**compliment** say something nice about someone

**confident** feeling that you can do something well

**embarrassing** something that makes you feel awkward, as if you have done something wrong

**feeling** something that happens inside our minds. It can affect our bodies and the way we behave.

**nervous** scared or worried about doing something

### Glossary

**laptop:** a small computer you can use on your lap

**desktop:** a large computer you use on a desk

**keyboard:** the buttons on a computer with letters and numbers

### Volcano Glossary

- Active volcano** - a volcano that has erupted recently and is expected to erupt again.
- Ash and dust** - fine material thrown out by a volcano.
- Core** - the central part of the earth.
- Crater** - a roughly circular opening at the summit of a volcano.
- Crust** - the thin layer of the earth.
- Dormant volcano** - a volcano that has erupted in the last 2,000 years but not recently.
- Earthquake** - a sudden movement, or tremor, of the earth's crust.
- Extinct volcano** - a volcano that is not expected to erupt again.
- Hazard** - a natural danger to people and their property and way of life. Hazards include earthquakes, storms, drought and floods.
- Levee** - molten rock (magma) that usually flows from the crater of an active volcano.
- Magma** - molten rock below the earth's surface.
- Magma chamber** - where molten rock is found deep below the earth's surface.
- Natural hazard** - a great force of nature, such as an earthquake, flood or storm, which is a threat or danger to people and their way of life.
- Plate boundary** - the place where plates meet on the earth's surface and where most of the world's earthquakes occur and volcanoes may be found.
- Plates** - large sections of the earth's crust.
- Richter scale** - a scale used to measure the strength of an earthquake.
- 'Ring of fire'** - a circle of active volcanoes found around the edge of the Pacific Ocean.
- Seismograph** - an instrument used to measure the strength of an earthquake.
- Vent** - an opening in the earth's crust through which material is forced upwards during a volcanic eruption.
- Volcanic bombs** - large rock fragments thrown out by an erupting volcano.
- Volcano** - a cone-shaped mountain or hill often made up of lava and ash.

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|                     | Definition   |
|---------------------|--|
| <b>Switch</b>       | a power source. A battery is a container filled with chemicals that produce electricity. |
| <b>Insulator</b>    | a material that does not allow electricity to pass through it.                           |
| <b>Conductor</b>    | a device which can control the flow of electricity.                                      |
| <b>Battery</b>      | a material that allows electricity to pass through easily.                               |
| <b>Circuit</b>      | the source of electrical power, can be a battery or mains.                               |
| <b>Mains</b>        | a path that allows electricity to flow through.  |
| <b>Power source</b> | an electrical power source found in homes and other buildings.                           |

What do you notice?

How do they help the reader?

WALT create a vocabulary bank.

Lesson 4

You are now going to create a glossary for some of the key words from your wordbank.

You are writing to a year 5 audience so think about the following:

How can I help my reader understand my writing?

What words might they not know?

Discuss the words that you are going to choose with your partner

WALT create a vocabulary bank.

Lesson 4

Metacognition



Teacher to model drawing a table and creating a glossary for the key words for Medusa.



(Teacher models)

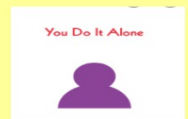
WALT create a vocabulary bank.

Lesson 4

15 minutes

Now you need to draw your table and put in your key words to create your own glossary.

You might use a dictionary to help you explain what a word means.



(Independent)

WALT create a vocabulary bank.

Plenary

Share your glossary with your partner.

Does it make sense?

Is it a clear definition?