

Non-fiction writing

SCAFFOLDS

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Non-fiction writing scaffolds for Year 3

INTRODUCTION

Non-fiction Writing Scaffolds Year 3 is intended for use in schools to help teach children how to write effectively in a variety of non-fiction genres. It improves children's ability to organise their writing so that it has purpose by familiarising them with a system of planning which they can apply to any title. As they work through the units, the children assemble a portfolio of non-fiction texts containing genre-specific vocabulary and writing features. The chosen text types coincide with those in the Literacy Framework's text-level objectives.

Many non-fiction texts are essentially cross-curricular. Thus the ability to write specifically and purposefully about a subject will benefit other areas of study.

Each unit includes information and activities on at least one sentence-level objective. Therefore the book also enhances the children's knowledge of grammar, punctuation and style.

THE PROGRAMME CONTAINS:

a teachers' book comprising:

- notes for teachers on the genres
- a bibliography for each genre
- copies of exemplar texts together with teaching notes
- guidance on how to develop grammar and punctuation skills in children's writing
- guidance on how to write in the particular genre and on specific features of each non-fiction text.

a resource book of photocopiable material comprising:

- illustrated versions of the exemplar texts especially produced for children
- notes for the children on understanding the grammar and punctuation (optional reference material)
- photocopiable activity sheets to reinforce the grammar and punctuation (optional)
- notes and tips for the children on writing non-fiction texts (optional reference material)
- differentiated scaffolds which give the children choices and guide them through the course of the text they are about to write
- vocabulary banks for them to use and add to.

HOW TO USE THE PROGRAMME

- 1 After examining texts in the target genre, read and discuss the exemplar text with the children, using the notes in the margin to highlight the examples of the unit's teaching point and writing feature. The children should follow the text using their own illustrated version from the resource book.
- 2 Next, read through and explain the 'Understanding the grammar and punctuation' section of the unit. The children can do the activities together, either orally or using whiteboards, or independently on paper.
- 3 Then explain the 'Helpful hints' and 'Writing features' sections of the unit to the children.
- 4 Read through the scaffolds with the children. Then give them the differentiated word banks and ask them to record their own vocabulary suggestions in the space provided.
- 5 Give the children time to plan, write and edit their non-fiction text. Each child can then store the best copies in a writing folder.

NOTES

When using the scaffolds, give the children strict time limits to plan and write each of the sections. This will give them practice in writing timed non-fiction texts as preparation for the Key Stage 2 writing test.

However, the system is entirely flexible. The activities in each unit, from reading the exemplar to composing their own text using the scaffolds, can be used in shared or guided time, with the children working collaboratively or individually.

The order of activities for each unit corresponds exactly with the sequence for the teaching of writing outlined in Grammar for Writing (DfEE 0107/200). First the model can be discussed and its grammatical and thematic features interrogated during shared reading. Next the grammar and punctuation activities can be undertaken to reinforce the children's understanding of the relevant sentence-level objectives. The helpful hints section, scaffolds, and vocabulary banks support the teacher and children in shared writing sessions and in subsequent guided and independent writing.

The method works well with children of all abilities and with bilingual pupils, as it offers the security of a detailed framework and a bank of appropriate vocabulary together with the challenge of a grammar and writing features component for each unit.

The units fulfil the text-level and sentence-level requirements of the NLS Framework for Year 3 and revise components from Year 2. The units may be used specifically in literacy lessons or they may be linked with work in other curriculum areas and used accordingly.

TERM 1

UNIT 1

Genre: reports – information texts (T21; T22)

Grammar: verbs and verb tenses (S3; S4)

Punctuation: revision of capital letters and full stops (S11; S12)

Writing feature: organising and presenting ideas, labelled diagrams (T21; T22)

UNIT 2

Genre: reports – holiday guides (T22)

Grammar: verbs; verb tenses (S3; S4) use of third person

Punctuation: devices for presenting text (S9)

Writing features: headlines, presentation, content, language and layout (T21; T22)

UNIT 3

Genre: instructions – making or doing something

Grammar: verbs, especially second person verbs for instructional writing (S10) adjectives for clarity (not effect) (S2)

Punctuation: commas for lists (S6; S7)

Writing features: how instructions are organised – numbering, lists (T14; T16)

TERM 2

UNIT 4

Genre: instructions – directions

Grammar: plurals (S4)

Punctuation: use of capitalisation (S8)

Writing features: the importance of sequencing and diagrams (T16; T21)

UNIT 5

Genre: note taking – historical information

Grammar: deleting words and retaining meaning (S9)

Punctuation: commas (S6; S7)

Writing: how to make notes, identifying key words, using simple formats for notes, using shortened forms of words (T17; T20; T25; T26)

UNIT 6

Genre: recounts – informal letters

Grammar: pronouns (S2)

Punctuation: letter punctuation (S12; S8)

Writing features: features of personal letters, email messages, style and vocabulary appropriate to reader (T20)

TERM 3

UNIT 7

Genre: recounts – formal letters

Grammar: grammatical agreement of pronouns and verbs (S3)

Punctuation: organising letters into paragraphs (S23)

Writing features: features of formal letters selecting appropriate style and vocabulary (T20)

UNIT 8

Genre: recounts – newspaper reports

Grammar: adjectives to get attention and interest (S2), verbs – past tense (S4)

Punctuation: dialogue punctuation (S4)

Writing features: features of newspaper reports (T22, T21)

UNIT 9

Genre: explanations: encyclopaedias

Grammar: joining complex sentences using a wide range of conjunctions (S5)

Punctuation: commas and dashes (S7)

Writing features: features of encyclopaedia texts (T17; T24)

Pet Pygmy Goats

General Information

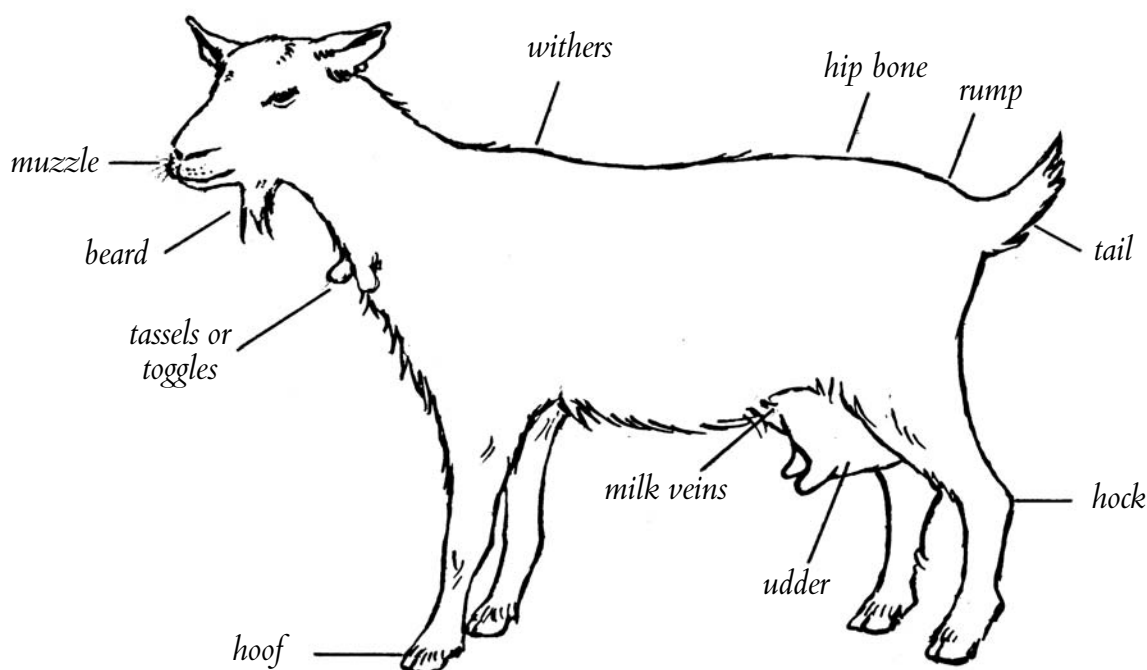
Pygmy goats originally came from parts of Africa – in particular from Nigeria and Cameroon. They are not completely white like many goats that are kept to produce milk. They can be brown, white with black or brown markings or many shades of grey and sometimes with a shade of blue. Some of the best looking pygmy goats have an attractive combination of several of these colours.

These goats are very small: most are less than 60 centimetres from the ground to the top of the back of the goat. Most have a barrel-shaped body with a fat stomach and quite short legs. They grow horns as they grow older although sometimes the horns are removed to make them safer as pets. A beard

usually grows under the chin. There are also two small tassels called ‘toggles’ on the neck. A short tail is usually held up, looking rather like a flag! Females have udders that produce milk for baby goats, which are called ‘kids’.

Some pygmy goats were taken from Africa to zoos in Britain, often to be kept in paddocks where children can stroke them. Their kids were often sold as pets. Pygmy goats make great pets. In some ways, these small goats are similar to dogs. Goats enjoy human company, and will sit as close to a human as possible. They are very playful, frequently butting balls and running around. They also like to butt each other playfully.

Parts of a pygmy goat



Goat Feed and supplements



Food

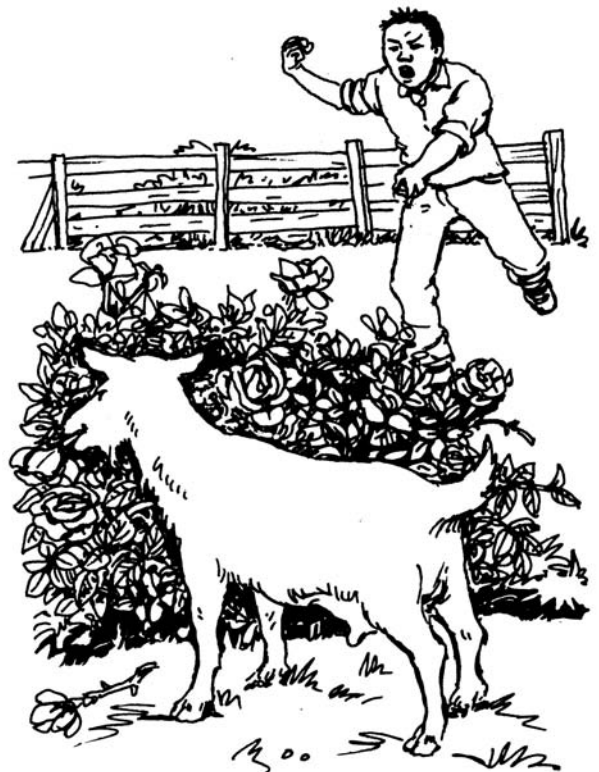
Goats do **not** eat everything they can find! They may sniff and nibble at things, like clothes, but they certainly do not eat them! In fact pygmy goats can be quite fussy; for example, if a piece of dirt such as mud gets on their food, they will not eat it because it is dirty!

Pet pygmy goats should be fed plenty of hay and a special goat mix which can be bought from shops that supply farmers. They also enjoy most vegetables that are eaten by humans. It is best to give small amounts of various types of leftover vegetables, such as carrots, along with plenty of hay. Eating too much of one type of food can cause bloat – a painfully swollen stomach. The goats love to eat treats such as the occasional biscuit but remember they are vegetarians!

Their food can be put in a bowl of the type used for feeding a large dog. It is best to put hay in a rack to keep it off the floor of the goat shed where it could get dirty. It is important to provide a mineral lick, which is a brick-sized solid lump of salt and other minerals, which the goats will enjoy licking. This helps to keep them healthy. Two or more water bowls (about the size of a washing up bowl) should be kept full and clean. They should be checked at least once a day and more often in hot weather. Smaller water containers are not a good idea because the goats will pick them up with their mouths, play with them and butt them!

They can be fed the goat mix once a day or it can be divided into two portions so they get it twice a day. They will soon get used to being fed at a particular time and will bleat if you are late!

Goats will search for food to eat in their paddock, such as grass and leaves from trees. They browse rather than graze. This means they bite off the best bits while walking around, rather than steadily eating grass like grazing sheep. Pygmy goats will eat garden flowers, particularly roses, which can get them into trouble if they are not kept away from them! It is important to read about poisonous plants, perhaps in books in the library, to make sure you can recognise them and make sure goats do not eat them.



Understanding the grammar and punctuation

Verbs

Verbs are doing or being words.
They tell you what a person or thing is doing.

All sentences have verbs.

In autumn the pygmy goat grows a thick fur coat.

Goats enjoy human company, and will sit as close to a human as possible.

Verb tenses

The tense of a verb can be
past, present or future.

They think escaping is great fun. (present)

*The pygmy goat breed was originally found
in Africa. (past)*

*Your vet will advise on any forms to be
completed ... (future)*

Capital letters and full stops

Every sentence begins with a capital letter
and ends with a full stop.

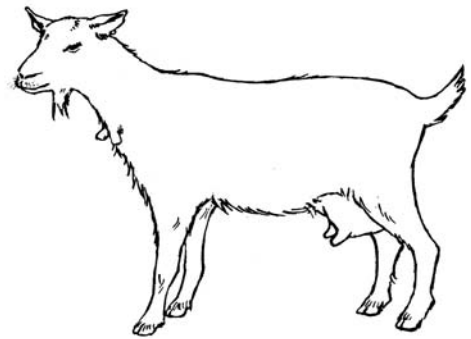
Pygmy goats make great pets.

Pygmy goats are usually very healthy.

Verbs

Read the five sentences below. Underline all the verbs you can find and then put a cross beside any of the sentences that do not make sense because a verb is missing

1. *When we go on holiday we put our dog in kennels.* _____
2. *Our pet goat after by neighbours.* _____
3. *Some farmers accommodation for goats.* _____
4. *We all went to a zoo last Saturday.* _____
5. *Animals food every day.* _____



Read through the following sentences carefully. Then rewrite each one using the correct tense of the verb.

1. *We will go/went to the cinema tomorrow.*

2. *I sees/saw him yesterday.*

3. *Tim catch/caught a pike last week.*

4. *Helen run/ran after her sister who had forgotten her bag.*

5. *She ate/eat all of the cake this morning.*

On the back of this sheet, write four sentences about pygmy goats using the verbs below.

.....
 escape eat play grow
