

YEAR 3 NON-CHRONOLOGICAL REPORTS — WITH FULL TEACHER MODELLING

Lesson 1 — What is a non-chronological report?

Our focus today

"Today we are learning what a non-chronological report is. I will show you how to spot the features that help the reader learn facts clearly."

Teacher-Modelled Task (Full Demonstration)

1. Teacher reads the model text aloud

Model Text:

All About Penguins

Penguins are birds that live in very cold places. They have black and white feathers. Penguins cannot fly but they are excellent swimmers.

Appearance

Penguins have short wings called flippers. They have webbed feet and a short beak.

Food

Penguins eat fish, krill and squid.

Habitat

Penguins live in Antarctica. They huddle together to stay warm.

2. Teacher Think-Aloud (modelling the reading of a report)

- "I notice this text is giving me information."
- "It is not telling a story — there is no beginning, middle or end."

- "The information is grouped by topics, not time."

3. Teacher Annotation Modelling (on screen/board)

Teacher physically models:

- Circle the title → "This tells the reader what the report is about."
- Underline subheadings → "These organise the information."
- Highlight facts → "These are true pieces of information."
- Draw a box around each section → "Each section is about one idea."

Tasks

We do

Children annotate a second short report with teacher guidance.

You do

Children annotate their own copy of the penguin report.

Challenge

Write one sentence explaining what a report is.

Lesson 2 — Headings and sections

Our focus today

"Today we are learning how headings help organise information."

Teacher-Modelled Task

1. Teacher models sorting facts

Teacher places mixed fact cards on the board:

- "Penguins eat fish."

- "Penguins have flippers."
- "Penguins live in Antarctica."

Teacher models thinking aloud:

- "This fact is about food, so it belongs under Food."
- "This fact describes what they look like, so it goes under Appearance."
- "This fact tells me where they live, so it goes under Habitat."

Teacher physically moves the cards into columns.

Tasks

We do

Sort a new set of facts together.

You do

Children sort their own fact cards.

Challenge

Create a new heading and write one fact for it.

Lesson 3 — Writing factual sentences

Our focus today

"Today we are learning how to write clear factual sentences."

Teacher-Modelled Task

1. Teacher models building a sentence

Start with a noun:

- "Penguins..."

Add a verb:

- "Penguins eat..."

Add a detail:

- "Penguins eat fish."

Improve it:

- "Penguins eat fish and small sea creatures called krill."

2. Teacher annotates the sentence

- Noun (Penguins)
- Verb (eat)
- Detail (fish and small sea creatures...)

Tasks

We do

Write one improved fact together.

You do

Write 3 factual sentences.

Challenge

Extend a fact using and or because.

Lesson 4 — Writing sections under subheadings

Our focus today

"Today we are learning how to write a short section under a heading."

Teacher-Modelled Task

1. Teacher models writing a section

Heading: Appearance

Teacher writes:

- "Penguins have black and white feathers. They have short wings called flippers."

2. Teacher Think-Aloud

- "I am grouping facts about how penguins look."
- "I am using full stops."
- "I am not adding opinions."

3. Teacher annotates

- Highlight facts
- Underline technical vocabulary
- Circle full stops

Tasks

We do

Write a section together.

You do

Write a section for Food.

Challenge

Add an extra fact using also.

Lesson 5 — Technical vocabulary

Our focus today

"Today we are learning to use topic words."

Teacher-Modelled Task

1. Teacher models using vocabulary

Word list: flippers, webbed feet, krill, Antarctica

Teacher writes:

- "Penguins use their flippers to swim quickly."

Teacher annotates:

- Circle flippers
- Label: "technical vocabulary"

Tasks

We do

Choose correct vocabulary for each heading.

You do

Write 3 sentences using technical vocabulary.

Challenge

Write a glossary entry.

Lesson 6 — Planning the report

Our focus today

"Today we are learning how to plan our own report."

Teacher-Modelled Task

1. Teacher models a plan

All About Owls

- Appearance: "large eyes", "soft feathers", "sharp talons"
- Food: "mice", "insects", "small birds"

- Habitat: "trees", "barns", "woodlands"

Teacher models bullet points, not full sentences.

Tasks

We do

Plan one section together.

You do

Complete your own plan.

Challenge

Add a labelled diagram.

Lesson 7 — Writing the report

Our focus today

"Today we are learning how to turn our plan into a full report."

Teacher-Modelled Task

1. Teacher models turning notes into sentences

Bullet point: "large eyes"

Sentence: "Owls have large eyes that help them see in the dark."

Bullet point: "soft feathers"

Sentence: "They have soft feathers that help them fly quietly."

Teacher models writing a full paragraph.

Tasks

You do

Write your full report.

Challenge

Add a fun fact box.

Lesson 8 — Editing and improving

Our focus today

"Today we are learning how to check and improve our writing."

Teacher-Modelled Task

1. Teacher models editing

Original:

- "Owls eat mice they are good hunters."

Teacher models improving:

- "Owls eat mice. They are good hunters because they can fly silently."

Teacher annotates:

- Circle capital letters
- Underline improved vocabulary
- Highlight full stops

Tasks

You do

Edit your report using the checklist.

Challenge

Rewrite one paragraph to improve clarity.

■ YEAR 3 NON-CHRONOLOGICAL REPORTS — IMPROVED WITH FULL TEACHER MODELLING

Below is the upgraded Y3 version with explicit teacher modelling added to every lesson.

Lesson 1 — Features of a Y3 report

Our focus today

"Today we are learning the features of a Year 3 non-chronological report."

Teacher-Modelled Task

1. Teacher reads the model text aloud

Tigers

Tigers are powerful mammals found in parts of Asia...

2. Teacher annotates live

- Circle topic sentences
- Highlight generalisers (most, many, usually)
- Underline technical vocabulary (carnivore, solitary)
- Label paragraphs

3. Teacher Think-Aloud

- "This paragraph starts with a topic sentence."
- "This vocabulary is precise."
- "This generaliser makes the writing sound scientific."

Tasks

We do

Annotate a second text.

You do

Annotate your own copy.

Challenge

Explain why generalisers are useful.

Lesson 2 — Paragraph structure

Our focus today

"Today we are learning how to write a clear paragraph."

Teacher-Modelled Task

1. Teacher models building a paragraph

Topic sentence:

- "Tigers are carnivores."

Add facts:

- "They mainly eat deer and wild pigs."
- "Sometimes they catch fish."

Add detail:

- "Their strong jaws help them hunt."

Teacher annotates:

- Topic sentence
- Facts
- Technical vocabulary

Tasks

We do

Write a paragraph together.

You do

Write a paragraph for Diet.

Challenge

Add a sentence using because or although.

Lesson 3 — Technical vocabulary and glossaries

Our focus today

"Today we are learning how to use technical vocabulary."

Teacher-Modelled Task

1. Teacher models glossary writing

- Carnivore: an animal that eats meat.
- Solitary: an animal that lives alone.

Teacher models writing in child-friendly language.

Tasks

You do

Write 3 glossary entries.

Challenge

Use all 3 in a paragraph.

Lesson 4 — Using generalisers

Our focus today

"Today we are learning how to use generalisers."

Teacher-Modelled Task

Teacher models rewriting:

- "Tigers live in forests." → "Most tigers live in forests."
- "Reptiles lay eggs." → "Many reptiles lay eggs."

Teacher annotates generalisers.

Tasks

You do

Rewrite sentences using generalisers.

Challenge

Write 3 generalised facts.

Lesson 5 — Planning the report

Our focus today

"Today we are learning how to plan a full report."

Teacher-Modelled Task

Teacher models a plan with:

- Headings
- Topic sentences
- Facts
- Technical vocabulary
- Diagram/fact box

Lesson 6-7 — Writing the report

Our focus today

"Today we are learning how to write a full report using paragraphs."

Teacher-Modelled Task

Teacher models writing the first paragraph from the plan, showing:

- How to expand bullet points
- How to add generalisers
- How to include technical vocabulary
- How to check sentence flow

Lesson 8 — Editing and improving

Our focus today

"Today we are learning how to edit for clarity and precision."

Teacher-Modelled Task

Teacher models improving a paragraph:

Original:

- "Tigers live in forests. They hunt animals."

Improved:

- "Most tigers live in forests and grasslands. They hunt animals such as deer and wild pigs."

Teacher annotates improvements.

