



'Amazing Rivers'

Author: Julie Vosburgh Agnone and Kerry Hyndman

Publisher: What on Earth Books



<p><b>Outcome:</b> Non-fiction Information/ Persuasion</p>	<p><b>Writing outcome:</b> Write the text for an information board, designed to give visitors information and persuade them to look after our waterways.</p> <p><b>Greater depth writing outcome:</b> Add a short, additional paragraph to the board e.g. 'Did you know...?' facts, quotes from previous visitors or campaigners.</p>
--	---

National Curriculum Skills		
Spoken Language	Reading Comprehension	Writing Composition
<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Speak audibly and fluently</li> <li>• Give well-structured descriptions, explanations and narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of texts</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Explain meaning of words in context</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>• Predict from details stated and implied</li> <li>• Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocabulary and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Propose changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences (Y4)</li> <li>• Proofread for spelling and punctuation errors</li> </ul>

Pathways to Write Keys			
	Gateway keys	Mastery keys	Feature keys
Y3	<ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use headings and sub-headings to aid presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Use a or an according to whether the next word begins with a vowel or consonant</li> <li>• Use prepositions, conjunctions and adverbs to express time, place and cause</li> <li>• Group related ideas into paragraphs</li> <li>• Use the present perfect form of verbs in contrast to the past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Use specific e.g. fertile, terrain, and some technical vocabulary with precision (Y4) e.g. precipitation</li> <li>• Use description to compare and contrast</li> <li>• Use persuasive language e.g. alliteration, commands, repetition, rhetorical questions (Y4)</li> <li>• Write in logical order</li> </ul>
Y4	<ul style="list-style-type: none"> <li>• Use present and past tenses correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Build a rich and varied vocabulary</li> <li>• Use present and past tenses correctly and consistently including the progressive form and the present perfect form</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Use 2nd person to talk directly to the reader</li> <li>• Use short sentences to emphasise (Y4)</li> <li>• Write in the present tense</li> <li>• Select organisational features e.g. opening statement, sub-headings, questions to draw in the reader, captions, strategically organised paragraphs, closing statement (Y4)</li> </ul>