



Non - Fiction Text Studies at Newlyn School - OVERVIEW

Intent:	Implementation:	Impact:
<ul style="list-style-type: none"> Reason text was chosen Link to topic/experiences Context of text Increased familiarity with a range of text types. Pupils read books that are structured in different ways and read for a range of purposes. 	<ul style="list-style-type: none"> Vocabulary: Higher level vocabulary related to non-fiction texts. Vipers and NC: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising Key features of a non-fiction text 	<ul style="list-style-type: none"> Pupil voice- passion for the text. Are the children able to discuss the text? Pupils effectively use a non-fiction text e.g. for research. Pupils have greater understanding of technical language and features of non-fiction text. Pupils able to identify and discuss themes and conventions in and across a wide range of texts. Impact on writing non-fiction texts. Comprehension activities Termly test results

What does a Non-fiction book studies session look like at Newlyn School?

Termly expectations:

- 1 x Novel Studies (at least half a term for studying the novel – then book read as class reader if not completed)
- Non-fiction studies (2- 3 weeks and non-fiction texts referred to across the curriculum e.g. research in English, Science, Geography and History)
- Poetry studies (2 - 3 weeks)
-

Weekly expectations (when a non-fiction text focus):

- Daily sessions
- Daily Session sequence followed
- Varied Main focus throughout the week – specifically tailored to non-fiction text types.

All relevant VIPERS covered by end of unit.

Non-fiction book studies Session Sequence

<p>1. Starter:</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div>	<p>Recap CONTEXT of the non-fiction text. Recall and review previous reading – Quick fire questions. Review key vocabulary from last session. Review key features studied last session.</p>
<p>2. Session Focus:</p>	<p>Set Learning objective for the session: - based on the focus on the non-fiction text. (year group specific / linked to Newlyn School reading curriculum)</p> <p>V – vocabulary I – Inference P – predictions E – explanation R – Retrieval S – summarise.</p> <p>Non-fiction text features: Heading, sub-headings, contents, glossary, index, diagrams, photographs and illustrations, captions and labels, use of bold text.</p>
<p>3. Whole class reading:</p> <div style="display: flex; justify-content: center; gap: 10px;">    </div>	<p>Throughout whole class reading session:</p> <ul style="list-style-type: none"> Teacher reads to model prosody. Individuals read to whole class (record readers in diaries and class list) Children read independently <p>While reading:</p> <ul style="list-style-type: none"> Children respond to text – Session Learning Objective <p>Non-fiction text features: Heading, sub-headings, contents, glossary, index, diagrams, photographs and illustrations, captions and labels, use of bold text.</p> <p>Inference:</p> <ul style="list-style-type: none"> What does that sentence imply about the person/topic/event? What can you infer from the photographs that have been included? How do you know that ...? Explain your answer. Which words give you the impression that ...?

	<p>Vocabulary Check: Children / adult notes down any new, unknown words and discuss the meaning of them in context.</p> <ul style="list-style-type: none"> • Which word in this section do you think is the most important? Why? • Which words do you think should have been included in a glossary? Why? • Write a definition of the word ... • Look at that sentence/section and circle the word/phrase that means the same as ... <p>Explain:</p> <ul style="list-style-type: none"> • Look at the section called ... Why has this section been included? • How does the layout of the text help the reader to ...? • When might someone choose to use this text? • How do ... and ... differ?
<p>4. Retrieval / Vocabulary Check:</p> 	<p>Quick Fire Retrieval - answer questions and retrieve/ record information about what has just been read.</p> <ul style="list-style-type: none"> • What is this information text about? • What is the main idea of the text? • Give five facts from the text and explain how you know they are facts. • From whose perspective is this text written? Give evidence to show how you know. <p>Vocabulary Check - discuss the meanings of words in context (These may have already been discussed in whole class reading)</p>
<p>5. Summarise / Predict</p> 	<p>Summarise the main ideas from more than one paragraph.</p> <ul style="list-style-type: none"> • Summarise the main ideas of the text in a logical order. • Explain the author's main argument using 15 words or fewer. • Write three sentences to sum up the first section of the text. • In light of what you've read, write a new blurb for this book. <p>Predict what might happen next in the text from the details given and implied.</p> <ul style="list-style-type: none"> • If we were to add another step to the method, what would it be? • Predict what the article/section/entry might be about based on its headline/title/ sub-heading. • Based on the front cover of this book, what sections would you expect to find in it?