

Learning conversation record	
Teacher Hirra	Leaders David
Date 23 rd March 2023	Before / During / After unit of work
Summary of unit of work or lesson and relevant learning outcomes intended Y3 English – writing up a science investigation to a modelled structure and sequence.	
Questions asked What are you doing in English at the moment? What is the balance between science and English here? What writing features are you looking for? Where are you up to at the moment? So what will they be doing tomorrow? What about the lower attainers who might find a substantive write challenging? You said you wanted the use of scientific vocabulary – which vocab? How will pupils access this challenging vocabulary? When does the unit conclude?	Key points, agreed actions and impact sought from them Writing up a science report of a completed investigation on plant growth. They have seen a good model and have identified the key features of the writing required. The content of the writing is science but the quality of writing is English. We are looking for title, subheadings, structure (hypothesis, prediction, conclusion etc.), vocabulary, inclusion of tables or graphs and so on. The pupils have seen and analysed a very good model of a report, looking at the features of English in it. They have also seen a bad one. They will write their own individual report form a choice of two investigations. They have a fully modelled example to support them and word banks. Words like photosynthesis. Examples have been shared, table discussions, conferencing together and we use 'authors chair' for mutual support. Next week we'll edit and revise the writing.
Follow up – The opportunity presented is to go back and look at the written outcomes, ideally talking with pupils at the same time to gather their understanding of what they intended to achieve, and what they can evidence in their writing.	

Subject leader reflection: This appears to be an excellent opportunity to consolidate science knowledge whilst developing writing. In fact there probably needs to be a discussion between the English and science leaders who could look at the resulting work together. There are clear ambitions in English for the writing quality which can be followed up.

If Y3 can achieve these outcomes in the quality of science writing, what are the implications for extending this in years 4, 5 and 6? As subject leaders we might now want to explore this.