Finding Facts Fast with Headings

Teacher		**Class**	Year 4
Subject	English	**Topic**	Non-chronological reports
Date		**Room**	
Lesson length	60 minutes	**Country**	United Kingdom

Pupils learn how headings and sub-headings organise facts. They rebuild a jumbled bicycle report.

Curriculum links

- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Learning objectives

- Students will explain how headings and sub-headings help readers find facts fast.
- Students will match paragraphs of facts to the correct headings and sub-headings.

Success criteria

- I can say why headings and sub-headings help the reader.
- I can match each paragraph to the correct sub-heading.
- I can lay out a report with title, introduction and sections.

What students already know

Show any non-fiction page. Ask: fiction or non-fiction, and how do you know? Listen for facts and information, not story.

Key words

non-chronological	not in time order, grouped by idea instead [8]
introduction	starting part that says in a general way what the topic is about [8]
heading	big title that names the topic or a part [9]
sub-heading	smaller title over a part that shows what those facts are about [9]
paragraph	group of sentences about one small idea [4]

Materials

- board and Slides 1-3, 4, 5, 6, 7, 8, 10, 11, 12
- Video clip 1 (0:00-2:55) on slide 6 and Video clip 6 (0:00-3:52) on slide 8
- envelopes with a cut-up short report about bicycles
- large paper, glue sticks, scissors
- mini whiteboards and pens

Before the lesson

- Print one envelope per pair with title, introduction, 3 paragraphs and 3 sub-heading strips about bicycles, plus large paper and glue sticks
- Make one colour-coded set with matching coloured dots for support
- Test Slides 1-12 and Video clip 1 (0:00-2:55) and Video clip 6 (0:00-3:52) with sound
- Agree scissor rules and clear tables for pair work

Lesson outline

0–8 min **Starter** 8 min · Whole class

To hook pupils and recall that reports group facts to help readers find information.

YOU DO

1. Hold up a messy bag with an envelope spilling strips and say the hook about the bicycle report falling apart.
2. Show Slide 1 Finding Facts Fast and Slide 2 big idea that headings are signposts that help readers find facts fast.
3. Ask pairs to say where they have seen titles over parts in books or on web pages.
4. Link answers to learning goal that pupils will match sub-headings to the right paragraph of facts.

STUDENTS DO

1. Listen to the hook and look at Slides 1-2.
2. Talk to a partner about titles they have seen over parts of fact pages.
3. Share one idea with the class.

Say: Oh no! My report about bicycles has fallen apart in my bag. Can you rescue it and put it back together? Today we will learn how clever titles over each part help us find facts fast. By the end you will match each part to the right title.

Ask: What is a non-chronological report? (A non-fiction text that informs about a subject and is written out of time order [8].) · Why do we break up information with sub-headings? (To keep it clear for the reader [14] so facts can be found fast.)

Check understanding: Hands up for who has seen a sub-heading before. If unsure, point to Slide 2 signpost idea and give a quick book example.

Support: Give word bank on board: title, facts, find fast. **Stretch:** Ask to explain how finding a fact with headings is quicker than reading all of it.

Use: Slides 1-2

8–20 min **Teaching** 12 min · Whole class

To teach the parts of a report and the job of headings and sub-headings.

YOU DO

1. Show Slide 3 Parts of a report and read the steps: title names the topic, introduction gives main idea, sub-headings split facts into parts, summary wraps up key points.
2. Show Slide 4 Key words and explain non-chronological as not in time order, grouped by idea.
3. Show Slide 5 mystery page with no titles and ask where the food facts are, to prove we need to split facts and find them fast.
4. Play Video clip 1 on Slide 6 and ask pupils to spot the headings and listen for the introduction job.

STUDENTS DO

1. Follow Slides 3-5 and join in reading the steps and key words.
2. Watch Video clip 1 (0:00-2:55) to spot headings and introduction job.
3. Tell a partner one job that a sub-heading does.

Say: A report is a well-organised fact file. We begin with a proper title so the reader knows what it is about [9]. Then the introduction gives the main idea in one or two sentences [14]. After that layout, which means how a text is structured [8], uses small titles to split the facts into parts.

Worked example: Title: Bicycles. Introduction: Bicycles are two-wheeled machines that help people travel and have fun. This introduction gives general facts [8]. Then sub-heading: What It Looks Like comes before the detail about wheels and brakes. The sub-heading predicts the facts below.

Ask: What comes first, next and last in our report plan? (Title, then introduction, then main paragraphs, and finishes with a summary [4].) · What does the introduction hold? (General facts; specific facts come in the later sections [8].)

Check understanding: Mini whiteboards: draw where title, introduction and sub-heading go on a page. Reteach order if mixed up.

Support: Keep Slide 3 steps visible and point to each part as you name it. **Stretch:** Ask to say why specific details should not go in the introduction.

Use: Slides 3-6, Video clip 1 (0:00-2:55)

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20–35 min **Guided practice** 15 min · Whole class

To practise together deciding which paragraph fits which sub-heading.

YOU DO

1. Show Slide 7 owl photo and explain each part would need its own sub-heading.
2. Play Video clip 6 on Slide 8 and ask how sub-headings help and which words sound formal.
3. Model matching one bicycle paragraph to What It Looks Like by underlining clues about wheels and brakes.
4. Ask class to vote for the next match with thumbs and justify with because.

STUDENTS DO

1. Look at Slide 7 and discuss what parts an owl report could have.
2. Watch Video clip 6 (0:00-3:52) and note how sub-headings help.
3. Join in matching, underline clues and vote with reasons.

Say: Reports present the facts in a clear, informative and interesting way for the reader [14]. We do not read in time order because facts are grouped by idea [8]. We read all the facts in a paragraph, then ask which small title tells the truth about them.

Worked example: Paragraph: A bicycle has two wheels, handlebars to steer and a saddle to sit on. The frame holds all the parts together. Step 1: underline looks words - wheels, handlebars, saddle, frame. Step 2: compare to sub-headings. Step 3: choose What It Looks Like because all clues describe parts you can see.

Ask: It belongs under What It Looks Like because...? (Because all facts describe parts, shape and what you can see.) · Reports must be set out clearly with what? (A title, introduction, paragraphs, subheadings and images [9].) · Which language should a report use? (Formal factual language, not opinion, in own words [9][14].)

Check understanding: Cold-call justification using sentence pattern It belongs here because... Reteach clue words if choices split.

Support: Underline key words in the paragraph that link to the sub-heading before voting. **Stretch:** Ask to suggest a better, more precise sub-heading for the same paragraph.

Use: Slides 7-8, Video clip 6 (0:00-3:52)

35–50 min **Main activity** 15 min · Pairs

To organise a jumbled report by matching paragraphs to sub-headings and laying it out clearly.

YOU DO

1. Give each pair an envelope, large paper, glue sticks and scissors and remind of scissor safety.
2. Ask pairs to tip out three jumbled paragraphs and three sub-heading strips: What It Looks Like, How It Works, Looking After It.
3. Remind them to read each paragraph, discuss which facts belong together, then organise the page with title at top and each paragraph under its sub-heading.
4. Stop class halfway to check one match, then let them stick down the rescued report.

STUDENTS DO

1. In pairs, read the title, introduction, paragraphs and sub-heading strips.
2. Discuss and lay out the page with each paragraph under its sub-heading.
3. Stick down the rescued report and practise pointing to one sub-heading to explain why it fits.

Say: Tip out your rescue pack. Read every strip first. Talk about which facts belong together. Put the title at the top, the introduction next, then each paragraph under the small title that fits it best. Stick it down so a Year 2 pupil could follow it.

Worked example: Full rescue pack to sort: Title: Bicycles. Introduction: Bicycles are two-wheeled machines that help people travel and have fun. Paragraph A: A bicycle has two wheels, handlebars to steer and a saddle to sit on. The frame holds all the parts together and many bicycles have brakes to stop safely. Paragraph B: The rider pushes the pedals round to turn the chain and back wheel. Gears can make it easier to go uphill or faster on flat ground. Paragraph C: Keep the tyres full of air and oil the chain so it moves smoothly. Clean the frame and check the brakes often to stay safe. Sub-headings: What It Looks Like fits Paragraph A, How It Works fits Paragraph B, Looking After It fits Paragraph C.

Ask: How do you know that paragraph fits there? (All the facts in it are about that sub-heading idea, e.g. pedals and gears show how it works.) · Where does the introduction go and why? (After the title at the start, because it gives general facts before specific sections [8].)

Check understanding: Pairs point to one sub-heading and explain why that paragraph fits underneath it. If mismatched, ask them to reread all sentences for clues.

Support: Give one pair a colour-coded set where each sub-heading and its matching paragraph have the same small coloured dot in the corner. **Stretch:** Ask pupils to improve one dull sub-heading so it tells the reader more clearly what that section is about.

50–60 min **Plenary** 10 min · Whole class

To check that pupils can explain how headings help readers find facts quickly.

YOU DO

1. Show Slide 10 fact that reports do not tell a story in order and facts are grouped by idea.
2. Show Slide 11 vote and ask which sub-heading is best for food facts, sorting helpful and unhelpful piles.
3. Show Slide 12 True or false statements and take class vote on each.
4. Link answers back to success criteria and praise rescued layouts.

STUDENTS DO

1. Vote on Slide 11 best food heading and explain choice with This heading helps because...
2. Answer Slide 12 True or false with thumbs and correct the false one.
3. Say one success tick they earned today.

Say: Good reports help the reader start at any sub-heading. A helpful title tells exactly what facts will follow. Unhelpful titles like More Stuff do not help us find anything. Tell me in one sentence why your headings helped.

Ask: Which sub-heading is best for food facts and why? (What Owls Eat, because it precisely names the facts, better than Food or Yummy Midnight Snacks.) · Must a report be read from start to end? (False, you can start at any sub-heading because facts are grouped by idea.)

Check understanding: Slide 12 True or false on mini whiteboards. If errors, revisit Slide 10 grouping by idea and re-vote.

Support: Provide sentence starters such as This heading helps because... and only two headings to compare.
Stretch: Pupils rewrite an unhelpful heading like More Stuff to make it precise and useful.

Use: Slides 10-12

Common mistakes

Mistake	How to spot it	How to fix it
Thinking a report must be read from start to end like a story	Pupil insists on numbering sections in time order	Show Slide 10: facts are grouped by idea, so you can start at any sub-heading [8]
Putting a paragraph under the wrong sub-heading after reading one sentence only	Match is based on one word, other sentences do not fit	Reread all sentences and underline all clues, then ask which title tells the truth about all of them [9]
Treating headings as decoration rather than signposts	Layout is random, title at bottom or sections with no titles	Remind that reports must be set out clearly with title, introduction, paragraphs and subheadings to help find facts [9]

Support

- Give a colour-coded set where each sub-heading and its matching paragraph have the same small coloured dot in the corner.

Stretch

- Ask pupils to improve one dull sub-heading so it tells the reader more clearly what that section is about.

For the LSE or teaching assistant

Stay with target pairs during main rescue. Prompt rereading of all sentences, use colour dots, ask for because reasons.

Safety

- Check scissors use, keep blades pointing down when carrying and tidy cut-offs to avoid slips.

Check for understanding

Question	Answer
What job does a sub-heading do?	It splits text into clear parts so readers find facts quickly.
Where do general facts go and where do specific facts go?	General facts in the introduction, specific facts in sections under sub-headings [8].
Which layout order is correct?	Title first, introduction next, then sections under sub-headings.

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