

Explanation Texts : English : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore what an explanation text is and review their features.	This lesson introduces and explores some of the common features of explanation texts. The children will make use of their knowledge of writing features, including structural and grammatical, as they discuss and investigate similarities between three model texts.	<ul style="list-style-type: none"> Can children describe what an explanation text is and why one might be written? Are children able to identify common features in a set of explanation texts? Can children list key features of an explanation text? 	<ul style="list-style-type: none"> Slides Model Texts 1A Worksheet 1A/1B Feature Cards 1A (FSD? Activity only) Blank cards 1A (FSD? Activity only) Large paper (optional) (FSD? Activity only)
Lesson 2	To orally explain a process or phenomenon.	This lesson offers your class the opportunity to have a go at using explanation text features and creating a script for an oral explanation of a topic, process or concept. The children can write a voiceover for one of the provided videos or storyboard their own explanation video.	<ul style="list-style-type: none"> Can children pick out features from an existing explanation that fit the genre? Are children able to create a simple first draft of an explanation, using examples to inspire their writing? Can children make decisions to suit an oral explanation? 	<ul style="list-style-type: none"> Slides Question Cards 2A Videos - Exercise and Teacher Coffee Worksheet 2A/2B Tablets (optional) Slideshow 2A Worksheet 2C (FSD? activity only) Challenge Cards 2A (FSD? activity only)
Lesson 3	To edit writing to include parenthesis.	This lesson focuses on the use of parenthesis in non-fiction writing. The children will be reminded of the different punctuation that they can use and the differences that this can make to their writing. They will then practise punctuation, inserting and writing their own parenthesis in a non-fiction genre.	<ul style="list-style-type: none"> Can children explain what parentheses are? Are children able to identify the correct punctuation when using a parenthesis in a sentence? Are children able to accurately use parentheses and corresponding punctuation in their writing? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Worksheet 3D (FSD? activity only)
Lesson 4	To explore the use of the passive voice in an explanation text.	This lesson focuses on a revisit to the passive voice. The children will pick out and identify the subject, object and verb in a sentence before practising swapping a sentence between the voices. They will then think about this in the context of a non-fiction text where there is a chosen focus. They will discuss which voice they think suits the genre more and why.	<ul style="list-style-type: none"> Can children identify the subject, verb and object in a sentence? Are children able to change a sentence from active to passive voice? Can children identify if a sentence is in the active or passive voice? 	<ul style="list-style-type: none"> Slides Active Cards Passive Cards Sentence Cards Worksheet 4A/4B Worksheet 4C (FSD? activity only)
Lesson 5	To research and expand our knowledge on a topic.	This lesson reminds the children in your class about some of the research skills and recording techniques that they could use as they choose and research a topic for their final piece of writing.	<ul style="list-style-type: none"> Can children recognise that they need a good subject knowledge in order to be an explanation text author? Are children able to name some different sources of information they could use for their research? Can children make relevant and clear notes from their research? 	<ul style="list-style-type: none"> Slides Laptops/tablets Information books Prompt Cards 5A Worksheet 5A/5B Question Cards 5A
Lesson 6	To plan an explanation text.	In this lesson the children can begin to organise and plan the layout of their final piece of writing. The plans can act as a first draft or written in note form for the children to refer to as they write in the next lesson.	<ul style="list-style-type: none"> Can children discuss common structural features of a writing genre? Are children able to identify ways in which their chosen audience will affect their writing? Can children plan how to put gathered information into a sensible layout? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B Model Texts 6A Worksheet 6C (FSD? activity only) Tablets/laptops to do final research
Lesson 7	To write an explanation text on a chosen topic.	In this final lesson the children will use all their learning from this unit as they create their own explanation text on the topic of their choice. They will take the opportunity to evaluate the writing they did earlier in the unit and follow their own ideas for feedback and improvements in their final draft.	<ul style="list-style-type: none"> Can children identify ways in which a piece of writing could be improved and give relevant and constructive feedback? Are children able to replicate common features of an explanation text in their own writing? Can children create a first draft of an explanation text on a topic of their choice? 	<ul style="list-style-type: none"> Slides Example Sheet Model Texts 7A Writing frame Templates 7A/7B (FSD? activity only)

Explanation Texts : English : Year 6

Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- **identifying and discussing themes and conventions in and across a wide range of writing**
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- **asking questions to improve their understanding**
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- **summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas**
- Identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing - transcription HANDWRITING

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing - transcription SPELLING

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Writing - composition

- **identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own**
- **noting and developing initial ideas, drawing on reading and research where necessary**
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- **using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]**
- assessing the effectiveness of their own and others' writing
- **proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning**
- **ensuring the consistent and correct use of tense throughout a piece of writing**
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Writing - spelling, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - **using brackets, dashes or commas to indicate parenthesis**
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

English Appendix 2

WORD

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- How words are related by meaning as synonyms and antonyms [for example, big, large, little].

SENTENCE

- Use of the **passive** to affect the presentation of information in a **sentence** [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of **subjunctive** forms such as If I were or Were they to come in some very formal writing and speech]

TEXT

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a word or phrase, grammatical connections [for example, the use of **adverbials** such as on the other hand, in contrast, or as a consequence], and **ellipsis**
- **Layout devices** [for example, headings, sub-headings, columns, bullets, or tables, to

PUNCTUATION

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, It's raining; I'm fed up]
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover

TERMINOLOGY FOR PUPILS

- subject, object
- active, passive synonym, antonym
- ellipsis, hyphen, colon, semi-colon, bullet points