Summer Term 2 Overview Year 6 – English

Summer Term 2 – Mortal Engines	
Topic: Non-fiction Writing an explanation text	**Guide Time = 3 weeks**
Assessment: Ongoing writing assessments will be carried out, using the end of KS2 Teacher Assessment Frameworks, alongside the National curriculum as a guide. For this unit, there will be a focus on: • Cohesive devices (within and across paragraphs/sections) • Organisational devices (subheadings/title) • Formality (technical vocabulary) • Range of clause structures • Parenthesis • Colon (used in a range of ways) • A range of punctuation taught throughout KS2	**Very Important Points (VIPs):** • An explanation text is a non-fiction piece of writing that describes a process. It tells the reader how something works or why something happens, providing them with a detailed procedure. • Include a clear title, which tells the reader exactly what you are writing about. • Include and opening statement, introducing the process. It should include topical, higher-level vocabulary.
Links to prior learning (sequencing) Pupils will have written an explanation text in previous year groups. This unit will allow pupils to build upon their existing knowledge of explanation texts with a focus on using cohesive devices, as well as higher-level vocabulary and punctuation. Year 6 pupils will use their prior grammatical knowledge of: • Relative clauses/pronouns. • Parenthesis. • Cohesive devices (within paragraphs) • Organisational devices. • Formal/informal tone • A range of punctuation taught in KS2 • Higher level vocabulary – Y5/6 words Linkning to the canon book – *Mortal Engines* – and studying a range of age-appropriate explanation texts, children will create their own, explaining the process of capturing and disassembling other towns and cities.	• All steps should be in a logical order. • A range of conjunctions (subordinating/coordinating), which ensure sentences are of varied length and structure and used purposefully. • Cohesive devices, linking steps together should be used. *E.G. the use of suitable, cohesive fronted adverbials/ numbers to emphasise the procedural process.* • Diagrams and/or illustrations can be used to explain parts or the process.

| **Links to other learning (cross fertilisation)** | Children will be reading the canon book *Mortal Engines* and learning about historical Britain. This knowledge will enable them to contextualise the time period in which the book is set and allow them to understand the purpose for writing an explanation text.
Reading for Purpose lessons will provide the children with the suitable topical vocabulary and relevant knowledge needed to write this explanation text. They will also ensure they draw upon Authors style and use of language to impact on their own writing.

D&T – Children will design, create and programme their own toy using coding skills – this can be linked with the change of technology within the book, Mortal Engines.
History – In history, children will learn about how the history of Britain has shaped modern culture and how it may influence future changes.
Maths – Year 6 objectives to be covered:
Properties of shape – Children can understand the how cities may be made up, linking to 2d and 3d shapes. Angles may also be used to look at change in direction and movements of cities when being chased.
Statistics – Children can look at parts of a circle, linked with the make up of a city. Statistics can also be used to look at the probabilty of chasing and catching a city. Mean may be used to focus on speed of different cities.

Thematic Questions:
Modern Britain:
How does technology shape our daily lives?
Culture:
Is technology having a negative effect on human interaction and the way we live our lives?
'The world is becoming a smaller place.' How is this evident within the book, Mortal Engines?
The World Beyond Us:
How far do you think technology can take the human race? Do you think there will be a limit?
How damaging can technology be to the human race?
The World Around Us:
Are some countries ahead of others in terms of technology? | • Topical and higher-level vocabulary used throughout (defined in a glossary).

• A range of punctuation taught in KS2 used effectively and for a purpose, with the audience in mind. *E.G. Colon to expand a sentence/ provide further explanation. E.G. At this point you have two options: continue with the chase or abandon and retreat.*

• Fronted adverbials to indicate a progression of time and procedure, throughout the piece. *E.G. After the previous step has been completed,*

• The full range of higher-level punctuation taught throughout KS2. *E.G. () ; : , -*

Fat Questions:

There will come a point in time when technology cannot take humans any further. Do you agree?

Do you think technology has a positive or negative impact on humans? Think about mental, physical and cultural implications? |

Links to future learning	Throughout the year, children will be writing for different purposes demonstrating an increasing awareness of the reader, such as a balanced argument and other non-fictional pieces. All skills and knowledge of this text type as well as skills and knowledge of GPS will be used and applied in future learning throughout the year as well as at Key Stage 3. In addition to this, GPS will be continually developed and applied based on learning that has already taken place during this academic year. Levels and features of GPS should be linked to an explanation text and be used with a clear purpose and meaning and how this impacts on the reader.
Character/Wider Development ('50 things', cultural capital, skills)	Children will have the opportunity to read a wide selection of texts relating to various topics and will develop an understanding of how explanation texts must be used in order to complete an action. Children's learning will be linked to technology and how it has changed over time. This will allow them to understand the use of technology within the book. Children will also investigate the potential technological advancements which will be evident within their lifetime and beyond. Visits / trips could further support their knowledge and understanding in a wider context: • National Science and Media Museum (Bradford) • National Video Game Museum (Sheffield) • Incorporate a 'technology free' day (school-wide/class-wide) • Outside agencies to show/discuss technology in action (3D pens, gaming etc.) **50 Things Links:** See someone in their place of work (technology sector)

	Travel on a range of different transport Visit the Houses of Parliament (other famous landmarks/buildings)	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Phase 1: Reading and analysing	Hook – reading of Mortal Engines. Children could also read and complete steps from an explanation text (linked to technology – remote controlled car) To look at a range of explanation texts and read either individually, in pairs or in small groups. To identify the key features of an explanation text. To compare, analyse and evaluate different explanation texts.	Children will: - read and discuss an increasingly wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks. - ask questions to improve their understanding - identify how language, structure and presentation contribute to meaning - retrieve, record and present information from non-fiction	Genre specific: North Sea Traction City London Settlements Guild of Historians Municipal Darwinism Hydraulic Deck-plates Ensure WAGOLLs contain suitably challenging vocabulary for Y5/6 (See WAGOLLs on Trust shared). Y5/6 Statutory spelling list word mats.	GD: Have access to WAGOLLs of explanation texts that have more challenging vocabulary in them and where vocab and grammar structures have been used purposefully and effectively – linked with Y6 TAF. Ensure that they can identify the effect different literary devices have on the reader and why the authors chose to use them where they did. Compare, analyse and evaluate three explanation text.	children identify vocabulary instead of features (perhaps have some examples of text features available for SEND, or discuss features within a starter) Explanation texts are more complex than instructions but do a similar job.	To use identify the process of chasing, catching and dismantling town/cities Children will need to read chapters 1 & 2 in order to understand the process of dismantling smaller cities/towns. Children should write down/ record all of the information that they find in order to inform their explanation text. This short scene from the film will help with multiple sections of the explanation text. E.G. Identifying (the town/city), Chasing, Capturing, Ingesting etc. Mortal Engines	The City of London Devours Bavaria for Fuel - YouTube Children can compare notes with others/ work independently in order to create a detailed list of steps which must be taken by London when capturing the smaller town. The slide may be used to support this but children may create their own steps which can be used in their own explanation text. As a class, these should be established

				<u>SEND</u>: Use texts with language that is accessible for their reading ability. Annotations made should be available at all times, and children prompted to use them. More focus may need to be placed on the video during these lessons as it may be more accessible for the children.		by the end of the lesson and should be used throughout the topic. **Deepen the moment:** Whilst reading the book and/or watching the scene, can you write down any topical vocabulary that you think would be useful to use in your explanation text. Have a go at finding out what they mean. <u>To identify the key features of an explanation text</u> Read two or more examples of explanation texts (WAGOLLs on Trust drive) and discuss key features of an explanation text. Create a VIP list to help write their own explanation text. There are a range of differentiated resources for identifying features on Trust Shared. Children should look at a selection of WAGOLLs before being shown the VIP list, in order to create their own version of a VIP list. This can be compared to the Trust version. Features that haven't been identified by children should be added to their list and a class VIP list created (suited to the requirements of the class). **Deepen the moment:** What features have you identified/ could you use, to help make your explanation text easier to follow? <u>To compare and evaluate different explanation texts</u>

						Using the VIPs, compare and evaluate different explanation texts. Identify the strengths and areas for development. It may be useful to use the slides to model what this looks like with the children by evaluating an explanation text and comparing it to the WAGOLL/previously created VIPs. Children can complete another evaluation either on their own or with a partner, sharing their findings with the class. Children should be directed to focus on features from the Y6 VIP list, and identify these within the WAGOLL/WABOLLs. It may also be useful to encourage children to specifically focus on Y6 SPaG features, rather than structural features. **Deepen the moment:** Which VIP do you think is most important and why? Can you use this VIP to create some new and improved sentences to turn your WABOLL in a WAGOLL?
Phase 2: Grammar teaching (suggested SPaG elements), planning and gathering ideas	To use colons in a range of ways, accurately and correctly. To select and use a range of clause structures to reflect what the writing requires.	Children can: Use semi-colons, **colons** or dashes to mark boundaries between independent clauses Use a colon to introduce a list	Y5/6 Statutory spelling list word mats Word bank that has been create throughout Phase 1 of lessons (topical and higher-level)	GD: Children can explore the SPaG features before the lessons and offer support by creating accurate sentences which include relevant SPaG elements. Children use their VIP list to ensure	Children to ensure appropriate tone is used throughout and the level of vocabulary reflects what the writing requires. Children to ensure that when using a colon, there are	To use colons in a range of ways, accurately and correctly. There are a range of resources on Trust Shared, however, you may wish to create your own to meet specific needs of your children. During this lesson, children to learn about the multiple ways in which colons can be used (for a list, expanding a sentence). Children should identify both

	To create a detailed plan for your explanation text.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary.		that they have planned opportunities to meet all the identified features. Have opportunities to discuss how the structure of their plan reflects what they learnt from reading Mortal Engines. GD peer coaching to challenge and improve each other's plans using a thesaurus to improve vocabulary choices. SEND: Children use word banks to support. Guided writing with the class teacher using support materials. Sub-headings can be given to support planning process. SPaG elements that are taught may need to be adapted to suit the needs of the children. *E.G. simple sentences*	independent clauses on either side. They should be linked. Clause structures used should be varied and using a range of punctuation (commas, brackets and dashes).	uses within sentences. They should then have a go at correctly putting in a colon within a range of sentences. Finally, children should create their own accurate sentences which are specific to this explanation text. These can be created and shared as a class. <u>To use a range of clause structures (subordinate/relative), selecting the appropriate punctuation.</u> There are a range of resources on Trust Shared, however, you may wish to create your own to meet specific needs of your children. As children will already have some experience of using a range of clause structures, this lesson should be a short recap. Children should initially explore ways in which sentences can be structured (embedded clauses, relative clauses, subordinate clauses in various parts of a sentence). The main outcome of this lesson should be for children to create (both collaboratively and independently) a range of sentences which can be used within their explanation text. It should be noted that these sentences should provide suitable, important information which makes the process clearer for the reader. <u>To create a detailed plan for an explanation text</u> Example Sub-headings: - Identification (what is it?)

| | | | | *which include modal verbs. Subordinating conjunctions supplied already but need to be added in the correct places/ sentences..* | | - The Chase
- The Capture
- The Ingestion
- The Disassembly

Using ideas gathered during SPaG lessons, plan each section in detail ensuring that the VIP checklist is met throughout the entire piece.

Deepen the moment: Select the appropriate place in your plan which could include a diagram to further explain a section of your explanation text. What information would you include in this diagram? |
| Phase 3: Drafting

Please note that WAGOLLs will need to be written specific to the SPaG elements taught and the TAF elements that you wish to focus upon. | To draft my explanation text | Using Year 6 checklist of explanation text features and grammatical features – draft the explanation text | Y5/6 Statutory spelling list word mats

Word bank that has been created in class, which should include topical, higher-level vocabulary | GD: Children to use the VIP lists to continuously assess progress towards the key features throughout the drafting process. Children to have discussions as guided GD groups or 1:1 on Y6 GD skills.

SEND: Children to have opportunities to discuss ideas before writing. Possible peer coaching opportunities. Use of vocabulary | Children may begin writing with some inconsistencies in formality. This should be addressed and made to be completely formal.

Children may need extra guidance when using a range of clause structures, making sure they use the appropriate punctuation, which reflects what the writing requires.

Children may become confused with the explanation text and a simple set of instructions. | To draft my explanation text

Slides suggest a potential breakdown of sections during drafting, however, these may need changing to suit the individual needs of students. Y6 SPaG elements may be broken down in to each section of the explanation text so that children can focus on using one or two at a time.

Throughout these lessons, pupils will use their plan to start writing their explanation text. Pupils will refer to the VIPs and the Y5/6 Statutory spelling list. Individualised WAGOLLs may need to be created, suited to the SPaG needs of your children.

Y6 elements should be included within the WAGOLLs and children should |

| | | | | banks and sentence openers to support. | However, it should be emphasised that this is a more detailed explanation of a complex process. | focus on including as many suitable features as possible.

Teachers may need to incorporate a SPaG lesson if misconceptions keep reoccurring.

Deepen the moment: Children can use the VIP list to find and copy evidence of each statement. These can be placed on working wall for others to see (or used in WAGOLL). |
|---|---|---|---|---|---|---|
| Phase 4: Editing | To edit my explanation text specifically looking for spelling, punctuation and grammar.

To edit my explanation text to include all the VIPs. | Assess the effectiveness of their own and others' writing, by providing next steps inline with the Year 6 checklist.

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, based on Year 6 SPaG elements taught.

Proofread for spelling and punctuation errors, with a clear focus on words from the Year 5/6 spelling list. | Y5/6 Statutory spelling list word mats

Word bank that has been create throughout Phase 1 of lessons (topical and higher-level)

Class-created WAGOLL from drafting phase | GD: Children to coach and support each other in achieving all the VIPS. Teachers to model Y6 GD skills such as cohesive devices within and across paragraphs and the use of colons, as well as using a range of vocabulary taught throughout KS2.

SEND: Ensure that SEND children spend a suitable amount of time editing 'the basics' – sentence structure and basic SPAG elements before attempting to enhance their | Pupils may be unsure how to successfully edit and improve their paragraphs. Teacher to model this. Class WAGOLL/ children's work may be used for this step.

Ensure children have checklists they can use to support the editing process (See Trust shared) – encourage children to provide evidence to prove that they have hit the statements. | To edit my explanation text for spelling, punctuation and grammar and to include all the VIPs.

Children should have the editing process modelled to them using a WABOLL/WAGOLL. This may be done as a separate SPAG lesson to allow this lesson for applying those skills to their own text.

Deepen the moment: Evaluate the effect your punctuation has on the reader by ensuring it is used correctly and is the most accurate choice.

Once children have addressed editing the sentence basics from the previous lesson, they should edit to enhance their text so that it meets all the VIPs. AFL will determine which VIPs need further modelling for your class.

Deepen the moment: Give specific examples of how you have achieved cohesion within and across your paragraphs (to be used alongside sub- |

				texts with more complex devices. **Encourage peer-to-peer editing at this phase.**		headings). Could you improve your sentence openers or paragraph openers?
Phase 5: Publishing/ Performing	To publish the final version of the explanation text	To read out loud to their peers or another year group. Speaking clearly, thinking about pace and volume to convey feelings and emotion.		SEND: Ensure correct letter formation and cursive handwriting, modelling where needed.	Children's handwriting can wane if they are writing for extended lengths of time, so it may be worth considering copying up the explanation text in different settings and over a number of sessions.	<u>To publish my explanation text</u> Give time for children to write their final draft. Allow children to read all (or part) of their explanation text to another year group or the class. If time allows, pupils to use Publisher or Word to type up their writing using a range of fonts and graphics/diagrams.

Context (big picture learning)

Children will develop an understanding of what life will be like in the future. This will be linked to previous topics such as deforestation, pollution and sustainability. They will also develop skills when thinking logically and clearly about a given action or sequence of events; making sure instructions are clear and detailed. As this is a detailed explanation text, children will develop and understanding of topical, complex vocabulary which will be used to show an awareness of the reader and evidence a deeper understanding of the process of capturing a smaller city/town.

Alongside this teaching sequence, there should be a weekly SPAG focus lesson. The SPAG focus lesson should be determined by each individual school/teacher and planned according to the skills your particular group of children need to develop. They should ideally be linked to a SPAG skill the children will need to complete this writing genre successfully. The SPAG lesson does not have to be taught on the same day each week, but should be taught at the point of having maximum impact in your learning sequence.

Link to resources: all resources in folders and links on slides

Folder name: KS2 > YEAR 5/6 PLANNING > CYCLE B > Autumn – Mortal Engines > English > Explanation Text > Year 6

English – Writing explanation text

Very Important Points (VIPs)

- An explanation text is a non-fiction piece of writing that describes a process. It tells the reader how something works or why something happens, providing them with a detailed procedure.
- Include a clear title, which tells the reader exactly what you are writing about.
- Include and opening statement, introducing the process. It should include topical, higher-level vocabulary.
- All steps should be in a logical order.
- A range of conjunctions (subordinating/coordinating), which ensure sentences are of varied length and structure.
- Cohesive devices, linking steps together should be used. *E.G. the use of suitable, cohesive fronted adverbials/ numbers to emphasise the procedural process.*
- Diagrams and/or illustrations can be used to explain parts or the process.
- Topical and higher-level vocabulary used throughout (defined in a glossary).
- A range of punctuation taught in KS2 used effectively and for a purpose, with the audience in mind. *E.G. Colon to expand a sentence/ provide further explanation. E.G. At this point you have two options: continue with the chase or abandon and retreat.*
- Fronted adverbials to indicate a progression of time and procedure, throughout the piece. *E.G. After the previous step has been completed,*
- The full range of higher-level punctuation taught throughout KS2. *E.G. () ; : , -*

Key Words:

achieve	frequently
attached	guarantee
category	interfere
communicate	necessary
definite	occupy
develop	opportunity
environment	persuade
equipment	relevant
foreign	sufficient
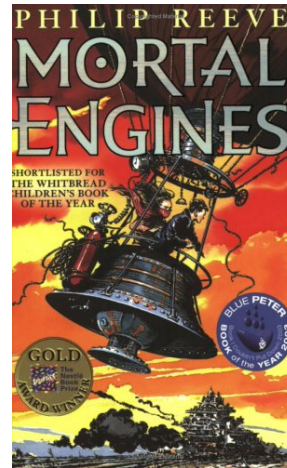
Intent:

To ensure that our leaners are able to write confidently, knowing when to choose the correct tone, tense and vocabulary depending on the type of text. By choosing appropriate language choices for their audience, allows pupils to engage a range of different readers.

TOP TIPS

- Proofread your work as you write to check for basic errors.
- Use a dictionary to help you with spellings.
- Try using a thesaurus to help you find synonyms for words.

Colons are used to expand a sentence. A colon is used to introduce an idea that is an explanation or continuation of the one that comes before the colon.

Colons are used to introduce a list.

Fat Questions:

There will come a point in time when technology cannot take humans any further. Do you agree?

Do you think technology has a positive or negative impact on humans? Think about mental, physical and cultural implications?

Tips for Writing an Explanation Text

1. Use a title that indicates what you are writing about.
2. Use the first paragraph to introduce the subject and define any technical, higher-level vocabulary.
3. Organise your process in clear, logical steps.
4. Use sub-headings to support your reader.
5. Decide whether diagrams, charts or illustrations would help explain a key point or a part of the process.

You may also want to think about including a glossary to define key words or phrases.