

TERM 2 OVERVIEW YEAR 3 – English

Term 2 Book(s) – The Lion the Witch and The Wardrobe		Guide Time = 2 weeks
Topic(s) –Explanation text	Assessment: Final published piece- explanation text about the water cycle. Half termly SPaG assessment and termly reading assessments. Use the statutory end of year assessment grids. <ul style="list-style-type: none"> • Selecting language which is text appropriate. • Can organise paragraphs around a theme. • Use a range of sentence structures to show a good awareness of the text type. • To use the features of an Explanation text consistently. • In non-narrative writing use simple devices to structure the writing. 	Very Important Points (VIPs): <ul style="list-style-type: none"> • An explanation text is a non-fiction text. • They provide facts and information about a specific topic. • A fact is a statement which is true. • Features include Main title Headings and sub-headings Paragraphs Photos/captions Bullet points Facts about a specific topic • A simple sentence includes one independent clause. • A compound sentence has at least two independent clauses joined by a coordinating conjunction. • A complex sentence that contains a subordinate clause or multiple clauses. • A coordinating conjunction joins two clauses together. • A subordinating conjunction joins an independent clause to a dependant clause. • An adjective is a word describing a noun. • A fronted adverbial is used to describe a variety of actions including the time and the place. Fat Questions: How do you know an explanation text is reliable?
Links to prior learning (sequencing)	Children will build on their KS1 Spag skills throughout this topic and will also draw upon the skills learnt in Autumn 1 as they have written an information text relating to the Romans. They will be learning to: <ul style="list-style-type: none"> • Write for different purposes. • Write down ideas including new vocabulary. • Decide what they want to say and plan sentence by sentence. • Making simple additions, revisions and corrections to their work. 	
Links to other learning (cross fertilisation)	Links to Geography-The Water Cycle. Links to Science- States of matter and looking at the water cycle. Links to canon book for Autumn 2: The Lion the Witch and The Wardrobe.	
Links to future learning	In the Autumn term, children will be looking at the book 'The Lion the Witch and the Wardrobe'. Within Geography, Science lessons and reading for productivity children will be learning in depth about the water cycle and the impact it has. Using the skills taught in this unit, the children will complete a set of descriptive instructions in summer 1.	

	<p>This learning will support children when they move onto further learning on non-chronological reports in UKS2 and will provide them with exposure to a variety of text types.</p>	
<p>Character/Wider Development ('50 things', cultural capital, skills)</p>	<p>Evidence that reading non-fiction texts increases reading achievement. A deeper understanding of how events which happen without us seeing them have an impact on our daily lives. Understanding of how non-fiction provides information and can be written in different forms i.e. newspapers (cultural capital).</p>	

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 Identifying features (1 lesson)	To identify the key features of an explanation text.	Identifying how language, structure and presentation contributes to meaning. Retrieve and record information from non-fiction.	Main title, headings, sub-headings, paragraphs, photos, captions bullet points, Y3/4 statutory spellings	GD: Justify why specific features are included. SEND: Choose features which are included within the text.	The difference between a heading and a sub-heading.	<p><u>To identify the key features of an explanation text.</u></p> <p>Look at an example explanation text together as a whole class. Model identifying features and how to annotate so children are clear of expectations. Children will then be given differentiated texts to identify the key features. Features to be displayed on the working wall and also can be available on tables for children who will need additional support when identify and comparing texts.</p> <p><u>Deepening the moment</u></p> <p>Choose which feature you find the most important and justify your reason for choosing this.</p>
Phase 2 To use features of an explanation text. (3 lessons)	To extend sentences by using conjunctions.	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Indicate grammatical and other features by using commas after	Y3/4 statutory spellings A range of vocabulary linking to the water cycle. Coordinating, subordinating, fronted adverbials, Apostrophes.	GD: Vary the use of conjunctions in their sentences. Sentences to include fronted adverbials and conjunctions. SEND: Choose conjunctions from a word bank to add more detail.	All conjunctions join sentences in the middle.	<p><u>To extend sentences by using conjunctions.</u></p> <p>Pupils are to look at sentences and extend them using a range of conjunctions. Pupils have been taught this skill during autumn 1 so extend and recap the knowledge learnt. Extend this knowledge further by adding fronted adverbials to sentences.</p> <p>Children need to be secure in the knowledge that commas go after the fronted adverbials.</p> <p><u>Deepening the moment:</u></p> <p>Add an appropriate conjunction to this sentence to add more information.</p> <p>The girl was running to the shop _____ she was hungry.</p>

		fronted adverbials.				
	To understand and use chronological order.	<p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Y3/4 statutory spellings</p> <p>WAGOLL showing chronological order.</p> <p>Chronological, time, adverbial, adjective, adverb, conjunction, description, fact.</p>	<p>GD: Create their own chronological explanation about a topic using adverbials of time.</p> <p>SEND: Order sentences.</p>	<p>Children may struggle to put sentences in order without adverbials of time.</p> <p>Children may not read the information clearly which will lead to the facts becoming out of order.</p>	<p><u>To understand and use the different types of conjunctions effectively.</u></p> <p>Children are to place information in chronological order, introduce correct and incorrect examples which have been scaffolded before children independently order information.</p> <p><u>Deepening the moment:</u> 'Non-fiction texts are the only text types written in chronological order'. Is this statement correct or incorrect? Why?</p>
	To organise sentences into paragraphs.	<p>Draft and write by organising paragraphs around a theme. Draft and write by using simple organisational devices in non-narrative material.</p>	<p>Y3/4 statutory spellings</p> <p>A range of historical vocabulary linked to the water cycle.</p> <p>Adjective, paragraph, conjunction, compound, complex, simple, structure, features</p>	<p>GD: Children to use a range of sentence structures to create a detailed paragraph.</p> <p>SEND: Children to order the given sentences into the correct paragraphs.</p>	<p>Mixing information into different paragraphs.</p> <p>All paragraphs must be structured the same.</p> <p>Paragraphs have to be the same length.</p>	<p><u>To organise sentences into paragraphs.</u></p> <p>Using the chronological skills children have already developed they are to order sentences to create cohesive paragraphs.</p> <p>Children are to explain the use for paragraphs and understand where and why they are split-knowledge of subheadings will support with this.</p> <p><u>Deepening the moment</u></p> <p>Explain the importance of paragraphs in an explanation text.</p>

<p>Phase 3 Collecting information and planning. (2 lessons)</p>	<p>To research and collect information.</p>	<p>To plan writing by discussing and recording ideas.</p>	<p>Y3/4 statutory spellings. A range of scientific and geographic vocabulary linked to The Water Cycle.</p> <p>Adjectives, Adverb, Precise, Information, Facts, Specific, Knowledge, Notes</p>	<p>GD: Create notes under specific subheadings.</p> <p>SEND: Children to take notes from a differentiated text which they can access.</p>	<p>Notes have to be full sentences.</p> <p>Notes must be exactly how they are in the text/video.</p>	<p><u>To research and collect information.</u></p> <p>Using prior learning, WAGOLs, books and the computer children are to conduct their own research about the water cycle.</p> <p>Model how to effectively research with children, discuss the use of reliable sources and not just copying work out word as this will not be beneficial once they are creating their own explanation text.</p> <p><u>Deepening the moment</u> Why must you only include key information when researching and making notes?</p>
	<p>To plan an explanation text.</p>	<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Y3/4 statutory spellings</p> <p>A range of scientific and geographic vocabulary linked to The Water Cycle.</p> <p>Adjectives, Adverb, Precise, Information, Facts, Specific, Knowledge, Notes Plan</p>	<p>GD: Plan in detail and give more than one example to choose from when creating a first draft.</p> <p>SEN: Provide clear structure.</p>	<p>Children may create their plan as a first draft. It needs to be made clear that a plan is a few sentences under each sub heading.</p>	<p><u>To plan my explanation text.</u></p> <p>Using their notes and knowledge from the previous lesson and linking to their curriculum knowledge children are to plan their explanation text.</p> <p>They are to create a heading and subheading and ensure their explanations fit into specific paragraphs i.e. what is the water cycle, what are the stages of the water cycle, why is the water cycle important?</p> <p>Children will be given a differentiated planning sheet to map out their ideas.</p> <p><u>Deepening the moment</u> When planning it is important to include as much detail as possible. Do you agree or disagree? Give a reason for your answer.</p>
<p>Phase 4 To create a draft (1 lesson)</p>	<p>To write the first draft of an explanation text.</p>	<p>Draft and write by organising paragraphs around a theme.</p> <p>Draft and write by using simple</p>	<p>Y3/4 statutory spellings</p> <p>Adjective, paragraph, conjunction, compound,</p>	<p>GD: Use a range of features confidently and consistently with increased accuracy.</p>	<p>Children may copy straight from their plan without ensuring they have used full sentences.</p>	<p><u>To write a first draft of an explanation text.</u></p> <p>Share a WAGOLL with the children and look at the different features and structure of the explanation text. Put this on the working wall for children to see clearly. Children to the continue writing their paragraphs to for their first draft.</p>

		<p>organisational devices in non-narrative material.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>complex, simple, structure, features</p>	<p>SEND: Using a scaffolded draft sheet, pupils are to orally rehearse sentences and discuss what they are putting into each section.</p>	<p>Children may copy from WAGOLLS or straight from working walls without considering what they are writing.</p>	<p>Pupils in year 3 will be given the subheadings.</p> <p>Ensure children know clearly the breakdown of the lesson, often children will continue writing without checking their work throughout the lesson, allow adequate time for stopping.</p> <p><u>Deepening the moment</u> 'Writing a first draft is important' do you agree or disagree with this statement? Why?</p>
<p>Phase 5 Edit and improve (2 lessons)</p>	<p>To edit and improve a draft.</p>	<p>Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency.</p> <p>Proof read for spelling and punctuation errors.</p>	<p>Y3/4 statutory spellings</p> <p>Adjective, paragraph, conjunction, compound, simple, structure, features</p>	<p>GD: Children to use a thesaurus and information from their own learning to edit and improve. Children to create their own assessment criteria checklist.</p> <p>SEND: Small supported group with a tick sheet of what to look for. Focus on basic grammar and sentence structure.</p>	<p>Editing just means checking for capital letters and full stops.</p> <p>Children may believe their work is fine, they may not have the knowledge or skills to proof read and check for errors.</p>	<p><u>To edit and improve my draft.</u></p> <p>Using a poor example teachers are to ask pupils to identify the mistakes, pupils are often better at identifying others errors in comparison to their own.</p> <p>Children are then to work in pairs/small group (adult led) to edit and improve work. Provide scaffolds were necessary and ask children to use marking and feedback grids to support them.</p> <p><u>Deepening the moment</u> Here is an example of an explanation text, explain where the pupil has gone wrong and correct their mistakes.</p>

<p>Phase 6 Publish and present (2 lessons)</p>	<p>To write an explanation text about the water cycle.</p>	<p>Read aloud their own writing to the whole class showing appropriate intonation and controlling the tone and volume so the meaning is clear.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>Y3/4 statutory spellings</p> <p>Adjective, paragraph, conjunction, compound, complex, simple, structure, features</p>	<p>SEND: Word banks, reminders for cursive and correct letter formation.</p>		<p><u>To publish my final piece of work</u></p> <p>After children have edited and improved their work to create a final draft they are to publish their final copy of their explanation text.</p> <p><u>Deepening the moment</u></p> <p>Which of your paragraphs is the most informative? If you were to create this piece of work again, what would you do differently?</p>
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Context (big picture learning)

Children will know the key features of an explanation text and will be able to apply these features to create their own. They will build upon developing sentence structure and the knowledge of how to use paragraphs to create an explanation text about the water cycle. They will develop knowledge of subheadings and headings and how to appropriately explain and use facts.

Explanation text Knowledge Organiser

Key vocabulary:

- Adjective- describes the noun.
- Adverb- describes the verb.
- Bullet points – used to introduce a list.
- Captions – A sentence which explains a picture
- Chronological order- time order.
- Clause- a sentence.
- Complex sentence – contains multiple clauses or a subordinate clause.
- Compound sentence- two sentences joined by a conjunction.
- Conjunction – joins sentences together.
- Facts – real events.
- Introduction- introduces the topic.
- Non-fiction – writing based on facts.
- Paragraphs- a group of sentences about a topic.
- Past tense – used to explain or talk about the past.
- Photo- an image relating to the topic.
- Punctuation- a range of symbols which clarify meaning.
- Simple sentence- one clause containing a subject.
- Sub-headings – a heading to explain what each paragraph will be about.
- Subordinating conjunction- introduces a subordinate clause.
- Title- tells the reader the topic of the text.
- Topic- the theme (what the writing will be about).

V.I.Ps

- An explanation text is a non-fiction text.
- They provide facts and information about a specific topic.
- A fact is a statement which is true.
- Features include
 - Main title
 - Headings and sub-headings
 - Paragraphs
 - Photos/captions
 - Bullet points
 - Facts about a specific topic
- A simple sentence includes one independent clause.
- A compound sentence has at least two independent clauses joined by a coordinating conjunction.
- A complex sentence that contains a subordinate clause or multiple clauses.
- A coordinating conjunction joins two clauses together.
- A subordinating conjunction joins an independent clause to a dependant clause.
- An adjective is a word describing a noun.
- A fronted adverbial is used to describe the action that follows.

Intent:

You will learn about the purpose of explanation texts and will explore the different features used within this text type.

We will explore the uses of explanation texts and will use chronological order to create your own explanation text about the water cycle.

Fat Question:

How do you know an explanation text is reliable?

How does the water cycle work?

Have you ever wondered where water comes from? Have you ever thought about where water disappears to? Water is an essential part of life. The Earth has a limited amount of water; however, it is continually recycled in a process called the water cycle. Read on to find out more about the water cycle and how water on Earth is constantly moving and changing.

Precipitation

To begin with, precipitation occurs when so much water has formed that the air cannot hold it any longer. The clouds become heavier and as a result, water falls back to the Earth in the form of rain, hail, sleet or snow.

Infiltration

When water falls back to the earth as precipitation, it may fall back in the oceans, lakes, rivers or it may end up on land. When it ends up on land, it soaks into the earth and is stored as ground water. This process is called infiltration.

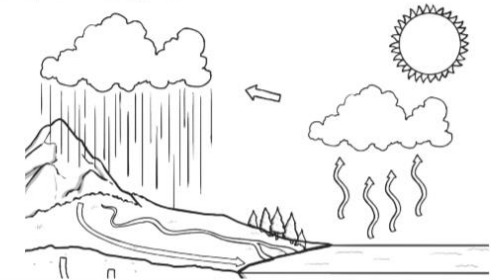
Evaporation

Evaporation is when the sun heats up water in rivers, lakes or oceans and turns it into vapour or steam. The water vapour or steam leaves the river, lake or ocean and goes into the air. This stage is called evaporation.

Condensation

The water vapour cools and this leads to clouds forming. However, the clouds are unable to hold the water vapour for long. As a result, rain droplets form and it starts to rain. This process is called condensation. Eventually, the water cycle begins again.

The water cycle is an on-going process.



Explanations

Purpose: to explain how something works or why something occurs

Examples	Structure	Language Features
What causes a tsunami?	- General statement to introduce the topic	- Present tense
What causes the seasons?	- In chronological order	- Third person
How does the Moon affect the tides?	- Organised around a series of events	- Use temporal and causal conjunctions
		- Include diagrams to add information
		- Formal voice

