

TERM 2 OVERVIEW YEAR 4 – English

Term 2 Book(s) – The Lion the Witch and The Wardrobe		Guide Time = 2 weeks
Topic(s) –Explanation text		
Assessment:	<p>Final published explanation text about the water cycle. Half termly SPaG assessment and termly reading paper. Use the statutory end of year assessment grids.</p> <ul style="list-style-type: none"> • Selecting language that shows good awareness of the reader. • Use paragraphs as a presentational devices to structure their writing. • Use a range of sentence structures to show a good awareness of the text type. • Use a wider range of subordinating conjunctions (although, while, since) • To punctuate more complex sentences correctly • In non-narrative writing use simple devices to structure the writing. 	<p>Very Important Points (VIPs):</p> <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. • A fronted adverbial is used to describe a variety of actions including the time and the place. They are usually followed by a comma. <p>Fat Question: What impact do subheadings have on explanation texts?</p>
Links to prior learning (sequencing)	<p>Children will build on their KS1 SPaG skills throughout this topic and will also draw upon the skills learnt in Autumn 1 when they have written an information text. Pupils will also build on skills taught in year 3. This unit will build on</p> <ul style="list-style-type: none"> • Writing for different purposes. • Writing down ideas including new vocabulary. • Making simple additions, revisions and corrections to their work. 	
Links to other learning (cross fertilisation)	<p>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.</p>	
Links to future learning	<p>In the Autumn term, children will be looking at the book 'The Lion the Witch and the Wardrobe'. Within Geography, Science</p>	

	<p>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> <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>	
Character/Wider Development ('50 things', cultural capital, skills)	<p>Evidence that reading non-fiction texts increases reading achievement.</p> <p>A deeper understanding of how events which happen without us seeing them have an impact on our daily lives.</p> <p>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 To identify a range of features independently across more than one text. Have access to texts which have more challenging vocabulary and structures. Be able to compare different texts. SEND: Children to have a list of features to identify in the text. Text accessible for reading ability.	The difference between a heading and a sub-heading. Paragraphs can vary in length.	<u>To identify the key features of an explanation text</u> 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. Children will be given a range of texts varying in size to annotate. <u>Deepening the moment</u> Justify which explanation text is the most effective and explain why.
Phase 2 To compose elements of a text (3 lessons)	To understand and use headings and sub-headings.	Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Y3/4 statutory spellings Adjectives, adverb, pronoun, openers, accurate, simple, compound, complex, subordinate clause, Heading, Sub-heading,	GD: Use a wide range of language features including alliteration. Justify why they have chosen the subheadings by using reasoning. SEND: Select appropriate subheadings and create own	Children may just write the stages of the water cycle as each subheading. Children may write numerous headings and get these confused with subheadings.	<u>To understand and use headings and subheadings.</u> Children will recap their understanding of features and will look at how an explanation text is laid out. They will discuss the use of headings and subheadings and will decide on appropriate topic words to use. Children will need their background knowledge of the water cycle to create appropriate headings and may need scaffolding in remembering language specific for the topic through word banks.

		Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation. in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Title, Paragraph	heading relating to the topic.		Children are to then create subheadings to explain what each paragraph of their explanation text will be about. <u>Deepening the moment</u> Sarah says that subheadings are useless because you could just read the paragraph. Rosie says they're useful to tell the reader what the paragraph will be about. Who is correct and why?
	To understand and use chronological order.	Using conjunctions, adverbs and prepositions to express time and cause. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Y3/4 statutory spellings WAGOLL showing chronological order. Chronological, time, adverbial, adjective, adverb, conjunction, description, fact.	GD: Children are to manipulate a range of sentence structures to create cohesive detailed sentences in chronological order. SEND: Manipulate sentences in chronological order. Word bank provided.	Children may struggle to put sentences in order without adverbials of time. Children may not read the information clearly which will lead to the facts becoming out of order.	<u>To understand and use chronological order.</u> Model chronological order with this children, identify different ways of ensuring events are in chronological order. Note you can often find out the order of events by reading the sentences. Encourage children to order events based on the Romans (prior learning) independently and with support. <u>Deepening the moment:</u> 'When writing in chronological order, you must write firstly, secondly and thirdly.' Is this statement true or false? Give a reason for your answer.

	To create detailed paragraphs.	Draft and write by organising paragraphs around a theme. Draft and write by using simple organisational devices in non-narrative material.	Y3/4 statutory spellings A range of scientific vocabulary relating to the water cycle. Cohesion Punctuation conjunctions	GD: Manipulate a range of sentence structures to use within their paragraphs. Children to make links within and between paragraphs. Appropriate choice of pronoun or noun within and across sentences to ensure sentences link and are fully cohesive. SEND: Children to order the given sentences into the correct paragraphs. Word mats and reminders to use headings to structure paragraphs.	Mixing information into different paragraphs. All paragraphs must be structured the same. Paragraphs have to be the same length.	<p><u>To organise sentences to create an informative paragraph.</u></p> <p>Children will explore WAGOLs and examples of explanation texts to gain further knowledge of the use of paragraphs.</p> <p>Using their knowledge of subheadings children will firstly decide what information is suitable for each subheading (class activity) before manipulating information to create detailed paragraphs.</p> <p>Providing children with information about the water cycle will aid children's future research and planning lessons.</p> <p><u>Deepening the moment</u> Explain the importance of paragraphs in an explanation text. Justify why not all paragraphs are the same length.</p>
Phase 3 Collecting information and planning. (2 lessons)	To research and make precise notes.	To plan their writing by discussing and recording ideas.	Y3/4 statutory spellings. A range of vocabulary linked to the water cycle. Adjectives, Adverb, Precise, Information, Facts, Specific, Knowledge, Notes	GD: Notes to include more precise, technical in detail and higher level vocabulary on the specific stages of the water cycle and the function of each process. SEND: Children to take notes from a range of differentiated texts	Notes have to be full / detailed sentences.	<p><u>To be able to take precise notes</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>Children are to create cohesive sentences about key information.</p>

				which they can access.		<p>Deepening the moment When researching, you should write all of the information down. Is this statement true or false? Give a reason for your answer.</p>
	To plan an explanation text.	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>Y3/4 statutory spellings</p> <p>A range of scientific and geographic vocabulary linked to the water cycle.</p> <p>Adjectives, adverb, pronoun, openers, accurate Headings subheadings</p>	<p>GD</p> <p>Plan in detail with several paragraphs about the water cycle. Children should use the headings and subheadings they have already created in their prior lessons, alongside the paragraphs they looked at for cohesion. Children to choose their own format to plan.</p> <p>SEN: Scaffold provided. Subheading heading prompts given to aid their structure. Word bank provided.</p>	That they need to write the paragraphs as they will be in the final piece.	<p>To plan my explanation text</p> <p>Children to use their notes from the previous session as well as access to texts/computers to plan their work using a pro forma. Children will be given a differentiated planning sheet to map out their ideas.</p> <p>Deepening the moment Planning is only useful for non-fiction texts. Do you agree or disagree with this statement? Explain your response.</p>
Phase 4 To create a draft (1/2 lessons)	To write a first draft of an explanation text.	<p>Draft and write by organising paragraphs around a theme.</p> <p>Draft and write by using simple organisational devices in non-narrative material.</p> <p>Draft and write by composing</p>	Y3/4 statutory spellings	<p>GD</p> <p>Use a full range of features confidently and consistently with increased accuracy in all paragraphs. Show cohesion between paragraphs and clear organisation</p> <p>SEND: Word mats to support.</p>	<p>Children copying straight from the planning without making into full sentences.</p> <p>Children may copy from WAGOLLS or straight from working walls without considering what they are writing.</p>	<p>To write a first draft of an explanation text.</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>Pupils in year 4 will continue their draft through using the headings they have created in previous lessons and the research they have already collated.</p>

		and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.		Rehearse sentences orally before writing into their books.		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. <u>Deepening the moment</u> 'Writing a first draft is important' do you agree or disagree with this statement? Why?
Phase 5 Edit and improve (1/2 lessons)	To edit and improve	Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements. Propose changes to grammar and vocabulary to improve consistency. Proof read for spelling and punctuation errors.	Y3/4 statutory spellings Adjective, paragraph, conjunction, compound, complex, simple, structure, features	GD: Children to use a thesaurus and information from their own learning to edit and improve. Children to create their own assessment criteria checklist. SEND: Small supported group with a tick sheet of what to look for. Focus on basic grammar and sentence structure.	Editing just means checking for capital letters and full stops. The only editing I need to make is from the marking my teacher has done.	<u>To edit and improve my draft.</u> 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. 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. <u>Deepening the moment</u> Here is an example of an explanation text, explain where the pupil has gone wrong and correct their mistakes.
Phase 6 Publish and present (1/2 lessons)	To write an explanation text about the water cycle.	Read aloud their own writing to the whole class showing appropriate intonation and controlling the	Y3/4 statutory spellings Adjective, paragraph, conjunction, compound,	SEND: Word banks, reminders for cursive and correct letter formation.		<u>To publish my final piece of work</u> After children have edited and improved their work to create a final draft they are to publish their final copy of their explanation text. <u>Deepening the moment</u>

		<p>tone and volume so the meaning is clear.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>complex, simple, structure, features</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 create their own subheadings and headings to structure their text and will appropriately explain and use facts.

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).

Fat Question:

What impact do subheadings have on explanation texts?

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.
- A fronted adverbial is used to describe a variety of actions including the time and the place.

The Water Cycle

Water is an essential part of life. The earth has a limited amount of water, however, water is continually recycled in a process called the water cycle. It is made up of a four main parts: precipitation, infiltration, evaporation and condensation.

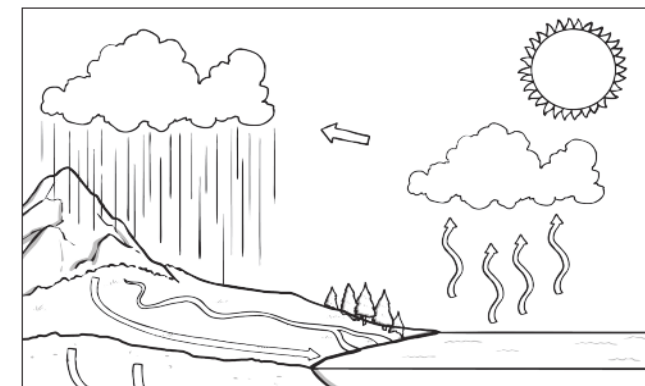
To begin with, precipitation occurs when so much water has formed that the air cannot hold it any longer. The clouds become heavier and as a result water falls back to the earth in the form of rain, hail, sleet or snow.

When water falls back to the earth as precipitation, it may fall back in the oceans, lakes or 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 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.

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.



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.

You will create your own headings and subheadings to structure your explanation text.

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