

## Summer Term 2 Overview Year 5 – English

### Summer Term 2 – Mortal Engines

Topic: Non-Fiction - Writing an explanation text		Guide Time = 3 weeks
<b>Assessment:</b>	<p>Ongoing writing assessments will be carried out, using the end of year writing assessment frameworks, alongside the National curriculum as a guide.</p> <p>For this unit, there will be a focus on:</p> <ul style="list-style-type: none"> <li>• Organisational devices (sub-heading/title)</li> <li>• Formality (technical vocabulary)</li> <li>• Range of clause structures (subordinate clauses)</li> <li>• Use of modal verbs to indicate a degree of probability</li> <li>• Some evidence of punctuation taught throughout KS2</li> </ul>	<p><b>Very Important Points (VIPs):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Include a clear title, which tells the reader exactly what you are writing about.</li> <li>• Include an opening statement, introducing the process. It should include topical vocabulary.</li> <li>• All steps should be ordered in a logical order.</li> <li>• A range of conjunctions (subordinating/coordinating) used to vary sentence length.</li> <li>• Cohesive devices, linking steps together should be used (numbers/ fronted adverbials).</li> <li>• Diagrams and/or illustrations can be used to explain parts or the process.</li> <li>• Topical and higher-level vocabulary used throughout.</li> <li>• A range of punctuation taught in KS2 used. <i>E.G. Semi-colon to link closely related sentences (Immediately after capturing the target, begin the process of reeling it in; it is crucial that this is done at the correct time in order to avoid escape.)</i></li> </ul>
<b>Links to prior learning (sequencing)</b>	<p>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 5 pupils will use their prior grammatical knowledge of:</p> <ul style="list-style-type: none"> <li>• A variety of expanded noun phrases</li> <li>• Using subordinating conjunctions, adverbs and prepositions</li> <li>• Organisational devices.</li> <li>• Commas for clarity</li> <li>• A range of punctuation taught in KS2</li> <li>• Higher level vocabulary – Y5/6 words</li> </ul> <p>Linking to the canon book – <i>Mortal Engines</i> – 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.</p>	
	<p>Children will be reading the canon book <i>Mortal Engines</i> and learning about historical Britain. This knowledge will enable them to</p>	

## Links to other learning (cross fertilisation)

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.

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 5 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 (E.G. whole turn = 360 degrees)

Measurement (converting units of measure) – Children will understand different units of measure (including metric and imperial). Focus can be placed on distance between cities / distance travelled.

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? How do you know? Will this help or hinder the growth of our world?

Healthy Bodies, Healthy Minds:

Is the use of technology in today's society having a positive or negative impact on our health (both physical and mental)? Why?

- Fronted adverbials to indicate a progression of time and procedure, throughout the piece. *E.G. After the previous step has been completed,*
- Suitable verbs, adverbs and modal verbs which reflect what the writing requires. *E.G. Carefully manoeuvring, immediately pressing.*

### Fat Questions:

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

Do you think technology has a positive or negative impact on humans? Both mentally, physically and culturally?

	<p><b>Technology in Action:</b>      What technological advancements are evident, in comparison to the world we live in today? Will there be a point in time when technology cannot be developed further? Explain your reasons.</p>	
<p><b>Links to future learning</b></p>	<p>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 assessment in Year 6 (End of KS2 Assessment). In addition to this, GPS will be continually developed and applied based on learning that has already taken place during this academic year. Features of GPS should be linked to an explanation text and be used with a clear purpose and meaning, impacting on the reader; allowing opportunities for children to further explain this impact.</p>	
<p><b>Character/Wider Development ('50 things', cultural capital, skills)</b></p>	<p>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.</p> <p>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.</p> <p>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.)</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: Reading and analysing	<p>Hook – reading of Mortal Engines. Children could also read and complete steps from an explanation text (linked to technology – remote controlled car)</p> <p>To look at a range of explanation texts and read either individually, in pairs or in small groups.</p> <p>To identify the key features of an explanation text.</p> <p>To compare, analyse and evaluate different explanation texts.</p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>- read and discuss an increasingly wide range of fiction, poetry, plays, <b>non-fiction</b> and reference books or textbooks.</li> <li>- ask questions to improve their understanding</li> <li>- identify how language, structure and presentation contribute to meaning</li> <li>- retrieve, record and present information from non-fiction</li> </ul>	<p><u>Genre specific:</u></p> <p>North Sea Traction City London Settlements Guild of Historians Municipal Darwinism Hydraulic Deck-plates</p> <p>Ensure WAGOLLS contain suitably challenging vocabulary for Y5/6 (See WAGOLLS on Trust shared).</p> <p>Y5/6 Statutory spelling list word mats.</p>	<p><u>GD:</u> 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.</p> <p>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.</p> <p>Compare, analyse and evaluate three explanation text.</p> <p><u>SEND:</u> Use texts with language that is accessible for</p>	<p>children identify vocabulary instead of features (perhaps have some examples of text features available for SEND, or discuss features within a starter)</p> <p>Explanation texts are more complex than instructions but do a similar job.</p>	<p><u>To use identify the process of chasing, catching and dismantling town/cities</u></p> <p>Children will need to read chapters 1 &amp; 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.</p> <p>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.  <a href="#">Mortal Engines   The City of London Devours Bavaria for Fuel - YouTube</a></p> <p>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 by the end of the lesson and should be used throughout the topic.</p>

				<p>their reading age / ability.</p> <p>Encourage children to engage in discussions with other children regarding the text that they are reading. Annotations made should be available at all times, and children prompted to use them.</p>	<p><b>Deepen the moment:</b> 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.</p> <p><u>To identify the key features of an explanation text</u></p> <p>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 – <i>Y5 VIP list on Trust Shared</i></p> <p>There are a range of differentiated activities suited to Year 5 children, these can be found in the ‘identifying features lesson folder’ on Trust Shared.</p> <p>E.G. Identifying features activity where children can highlight/underline key features, using the VIP list, that are in the WAGOLL texts.</p> <p>Children (possibly SEND) can complete the sorting activity which includes a list of features that WOULD and WOULD NOT be found in an explanation text.</p> <p><b>Deepen the moment:</b> What features have you identified/ could you use, to help make your explanation text easier to follow?</p>
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						<p><u>To compare and evaluate different explanation texts</u></p> <p>Using the VIPs, compare and evaluate different explanation texts. Identify the strengths and areas for development.</p> <p>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.</p> <p><b>Deepen the moment:</b> As a class, identify and select any topical, higher-level vocabulary which is used in the explanation texts. Using them in context, can you explain what they are/mean?</p>
<p>Phase 2: Grammar teaching (suggested SPaG elements), planning and gathering ideas</p>	<p>To select appropriate modal verbs to suit what the writing requires.</p> <p>To select and use a range of clause structure to reflect what the writing requires (conjunctions/adverbs)</p> <p>To create a detailed plan for your explanation text.</p>	<p>Use <b>modal verbs</b> or adverbs to indicate degrees of possibility</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Word bank that has been create throughout Phase 1 of lessons (topical and higher-level)</p>	<p>GD: Children use their VIP list to ensure that they have planned opportunities to meet all the identified features. Include opportunities to discuss how the structure of their plan reflects what they learnt from reading Mortal Engines.</p>	<p>Children to ensure appropriate tone is used throughout and the level of vocabulary reflects what the writing requires.</p> <p>Children to remember that although many modal verbs make sense, they should choose the one which has the desired impact.</p>	<p><u>To select the appropriate modal verbs to suit what the writing requires.</u></p> <p>There are a range of resources on Trust Shared, however, you may wish to create your own to meet specific needs of your children.</p> <p>Children should select the most suitable modal verbs based on the indicated degree of possibility.</p> <p>They should create a selection of WAGOLL sentences by the end of the lesson which use a range of suitable modal verbs, reflecting what an explanation text requires.</p>

		<p>Note and develop initial ideas, drawing on reading and research where necessary.</p>		<p>GD peer coaching to challenge and improve each other's plans using a thesaurus to improve vocabulary choices.</p> <p>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. <i>E.G. simple sentences which include modal verbs. Subordinating conjunctions supplied already but need to be added in the correct places/ sentences..</i></p>	<p>Clause structures used should be varied and using a range of punctuation (commas, brackets and dashes).</p>	<p><b>Deepen the moment:</b> Children should look at a range of modal verbs which could be used in the same sentence and be able to fully justify which one is most suitable, based on the degree of possibility.</p> <p><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.</p> <p>Children should fully understand the composition of a main clause and a subordinate clause at the beginning of the lesson.</p> <p>Children should be able to add extra information to main clauses, as well as, adding a suitable main clause which links to a given subordinate clause.</p> <p><b>Deepen the moment:</b> Children could explore the use of a subordinate clause at the beginning of a sentences, as opposed to one at the end of a sentence.</p> <p><u>To create a detailed plan for my explanation text</u> Example Sub-headings:</p> <ul style="list-style-type: none"> <li>- Identification (what is it?)</li> <li>- The Chase</li> <li>- The Capture</li> <li>- The Ingestion</li> </ul>
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						<p>- The Disassembly</p> <p>Using ideas gathered during SPaG lessons, plan each section in detail ensuring that the VIP checklist is met throughout the entire piece.</p> <p><b>Deepen the moment:</b> 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?</p>
<p>Phase 3: Drafting</p> <p><i>Please note that WAGOLs will need to be written specific to the SPaG elements taught and the TAF elements that you wish to focus upon.</i></p>	<p>To draft my explanation text</p>	<p>Using Year 5 checklist of explanation text features and grammatical features – draft the explanation text</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Word bank that has been created in class, which should include topical, higher-level vocabulary</p>	<p>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 Y5 GD skills. Children to identify and explain where they have included SPaG elements that have been taught in the previous phase.</p> <p>SEND: Children to have opportunities to discuss ideas</p>	<p>Children may begin writing with some inconsistencies in formality. This should be addressed and made to be completely formal.</p> <p>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.</p>	<p><u>To draft my explanation text</u>          The slides suggest a breakdown of drafting different sections in each lesson, however, these can be changed to suit the needs of individual students.</p> <p>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 WAGOLs may need to be created, suited to the SPaG needs of your children.</p> <p><i>Teachers may need to incorporate a SPaG lesson if misconceptions keep reoccurring.</i></p> <p>Children may need support when understanding what information to put in to each paragraph/ section. Therefore, teachers may wish to give children 'key information' which may be</p>



				<p>before writing. Possible peer coaching opportunities. Use of vocabulary banks and sentence openers to support. Example sentences may be carried from previous SPaG elements taught in phase 2.</p>		<p>included in each section of the explanation text.</p> <p><b>Deepen the moment:</b> 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).</p>
Phase 4: Editing	<p>To edit my explanation text specifically looking for spelling, punctuation and grammar.</p> <p>To edit my explanation text to include all the VIPs.</p>	<p>Assess the effectiveness of their own and others' writing, by providing next steps inline with the Year 5 checklist.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, based on Year 5 SPaG elements taught.</p> <p>Proofread for spelling and punctuation errors, with a clear focus on words from the</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Word bank that has been create throughout Phase 1 of lessons (topical and higher-level)</p> <p>Class-created WAGOLL from drafting phase</p>	<p>GD: Children to coach and support each other in achieving all the VIPs. Teachers to model Y5 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.</p> <p>SEND: Ensure that SEND children spend a suitable amount of time editing 'the basics' – sentence structure and basic SPAG elements before</p>	<p>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.</p> <p>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.</p>	<p><u>To edit my explanation text for spelling, punctuation and grammar and to include all the VIPs.</u></p> <p>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.</p> <p>It may be useful to create a class checklist based on common misconceptions/features. Children can identify the features within their writing and add them as 'evidence' to their checklist. This can then be shared with other children/ put on the working wall for children to magpie.</p> <p><b>Deepen the moment:</b> Evaluate the effect your punctuation has on the reader by ensuring it is used correctly and is the most accurate choice.</p>

		Year 5/6 spelling list.		attempting to enhance their texts with more complex devices. Encourage peer-to-peer editing at this phase.		<p>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.</p> <p><b>Deepen the moment:</b> Give specific examples of how you have achieved cohesion within and across your paragraphs (to be used alongside sub-headings). Could you improve your sentence openers or paragraph openers?</p>
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. The use of a laptop/ tablet may be useful as this piece may be slightly longer in the length than previous pieces.	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.	<p><u>To publish my explanation text</u></p> <p>Give time for children to write their final draft.</p> <p>Allow children to read their all (or part) of their explanation text to another year group or the class.</p> <p>If time allows, pupils to use Publisher or Word to type up their writing using a range of fonts and graphics/diagrams.</p>
<p>Context (big picture learning)</p> <p>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.</p>						

*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*

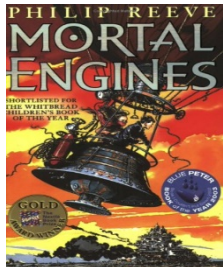
*will need to complete this writing genre successfully. The SPAG lesson does not have to be taught on the same day each week, but should be taught at the point of having maximum impact in your learning sequence.*

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

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

### 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.
- Include a clear title, which tells the reader exactly what you are writing about.
- Include an opening statement, introducing the process. It should include topical vocabulary.
- All steps should be ordered in a logical order.
- A range of conjunctions (subordinating/coordinating) used to vary sentence length.
- Cohesive devices, linking steps together should be used (numbers/ fronted adverbials).
- Diagrams and/or illustrations can be used to explain parts or the process.
- Topical and higher-level vocabulary used throughout.
- A range of punctuation taught in KS2 used. *E.G. Semi-colon to link closely related sentences (Immediately after capturing the target, begin the process of reeling it in; it is crucial that this is done at the correct time in order to avoid escape.)*
- Fronted adverbials to indicate a progression of time and procedure, throughout the piece. *E.G. After the previous step has been completed,*
- Suitable verbs, adverbs and modal verbs which reflect what the writing requires. *E.G. Carefully manoeuvring, immediately pressing.*



### Fat Questions:

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

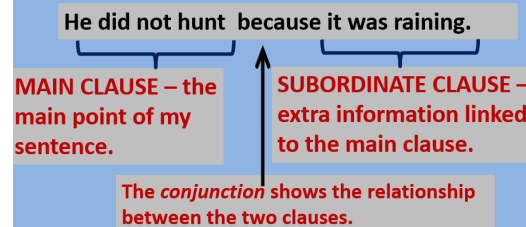
Do you think technology has a positive or negative impact on humans? Think about mental, physical and cultural implications?

### Intent:

To ensure that our learners 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.

### Subordinate clauses

A main clause gives the main point of a sentence.  
A subordinate clause provides extra information.



### Key Words:

achieve	frequently
attached	guarantee
category	interfere
communicate	necessary
definite	occupy
environment	opportunity

### 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.

**Modal verbs can have many uses.** In most cases, they work with another verb to describe the **possibility** of something happening or to describe to what degree of **certainty** something is known.

Here are the most common modal verbs:

might	could	would	must	may
will	ought	can	should	shall

You could also use the negative forms of these words as modal verbs.

### 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.

