



KPA & GS English Plan for week beginning 1st of March, 2021



Monday	Tuesday	Wednesday	Thursday	Friday
<u>L.O. To identify the key features of an explanation text.</u>	<u>L.O. To use a step-by-step process to explain.</u>	<u>L.O To use a flow diagram to sequence a process.</u>	<u>L.O. I can use the structural and language features expected when writing an explanation text.</u>	<u>L.O. I can edit and evaluate my own writing to ensure that it makes sense and that I have used the grammar, punctuation and spelling expected.</u>
<p>Teaching input: To watch video for 01.03.21 Thinking about the purpose and audience of this text type. Mrs Duncan explains which type of non-fiction texts are part of this genre. Pupils to look at a selection of explanation texts to try to decide what the key structural/language features of this text type are. Pupils to create a list or mind map in their English books.</p>	<p>Teaching input: Watch video for 02.03.21 Mrs Duncan to recap on yesterday's lesson. Share structural and language key features of this text type.</p> <p>Explain the purpose and intended audience of our explanation texts: we will be writing an explanation of how our time/space travelling machine works.</p> <p>Introduce the text, 'Until I met Dudley' by Roger McGough and Chris Riddell. Look at the pages, 'I thought I knew how a toaster worked'.</p> <p>Remind pupils that this type of text focuses on the process, step-by-step. Discuss the different steps shown.</p>	<p>Teaching input: Watch video for 03.03.21 Mrs Duncan to recap on yesterday's lesson. Children comparing their step-by-step process describing how toast is made with that on the board.</p> <p>Model using a flow diagram to show this step-by-step the toast making process. Point out the time and causal conjunctions in the text; discuss their use.</p> <p>Now look at the pages that explain how a toaster really works. Notice how text is organised into clear, and in this case, numbered paragraphs. Each paragraph represents a step in the process of making toast.</p> <p>Using this picture, children to create a flow diagram to help them explain, in a step-by-step manner, how toast is made using a toaster.</p>	<p>Teaching input: Watch video lesson English 04.03.21 Mrs Duncan to share flow diagram of how a toaster really works, emphasising step-by-step process. Comparison of explanation and instructional texts highlights the importance of time and causal conjunctions in explanations.</p> <p>Model adding temporal and causal connectives to our flow diagram.</p> <p>Using 'Until I met Dudley' text. Consider how dishwashers work (text on real version covered). Discuss the importance of technical language e.g. 'spray arm' and 'outlet pipe'. Consider what steps might be? Children to make a note in their books. Then look at text. Children to note any time or causal conjunctions in their books. Also note impersonal, formal style and use of passive voice. Share the flow diagram for this process.</p> <p>Model changing one of the steps into a paragraph of text. Remind pupils about paragraph structure: topic sentence then further sentences to add further information. Explain independent work.</p>	<p>Teaching input: Exciting Writing video on editing 05.03.21</p> <p>Children were writing a story based on or about 'Hope'. They need to remember to include the grammar, punctuation and spelling covered this week: so trying to include e.g. dialogue that is correctly punctuated; a variety of sentence and paragraph openers; a variety of sentence structures, relative clauses, embedded clauses and examples of parenthesis.</p> <p>Compare their writing to the check list. Note where in their writing examples can be found.</p> <p>Edit to include or improve their writing based on the checklist.</p>

<p>Independent work:</p> <p>Y4: pupils working through text provided, annotating key features: the purpose; structure; language and presentational features. Make a list or mind map in their books.</p> <p>Y5: As above using a selection of texts. Create a list of key language/structure/presentation al features. Note any conjunctions found.</p> <p>Y6: In addition to above pupils to complete a table showing key features found and examples. Pupils to use examples from the text to justify their comments about the effectiveness of the texts read. E.g. how well does this text explain the process.</p> <p>Plenary: Children to watch and note any further key features information about this text type in their English books. http://www.bbc.co.uk/bitesize/ks2/english/writing/explanation/play/</p>	<p>Independent Work:</p> <p>Y4: Pupils to identify the key steps in the process shown in the picture. See Y4 sheet.</p> <p>Y5: As above but pupils also to include an initial introduction step to explain what is happening in the process and a closing statement to finish off. Adding details as notes where they can.</p> <p>Y6: As for Y5 but pupils must also include a 'topic' sentence that explains what is happening at each stage of the process with any additional details added as sentences. Working in their book.</p> <p>Extension: Use the appropriate type of conjunction to link your steps together.</p> <p>Plenary: We will review the step-by-step process at the beginning of tomorrows lesson, please make sure you have your book/sheet with you.</p>	<p>Independent Work:</p> <p>Y4: Pupils to identify and record the key steps of the process and complete the flow diagram provided.</p> <p>Y5: As above but pupils also to include an initial step for their flow diagram explaining what their flow diagram is about and a final statement. Time conjunctions are included to make the order clear.</p> <p>Y6: As for Y5 but pupils must also include a 'topic' sentence that explains what is happening at each stage of their flow diagram. Time and causal conjunctions are used to make the order and cause and effect clear.</p> <p>Extension: To include technical language.</p>	<p>Independent Work:</p> <p>Y4: Using the Y4 copy of the flow diagram, pupils to complete the explanation of how dishwashers work. They must use time conjunctions in their description.</p> <p>Y5: As above using the Y5 copy of the flow diagram, children to complete their explanation of how dishwashers work. Include time and causal conjunctions and technical language. Also include an introduction and a final statement.</p> <p>Y6: Including all of the above, using the Y6 copy of the flow diagram for reference, pupils to write an explanation of how dishwashers work in their books. Text to be written in formal, impersonal style.</p> <p>Challenge: To include a passive sentence in your explanation.</p>	<p>Activity:</p> <p>Watch the Exciting Writing editing video.</p> <p>Discuss expectations and share checklist based on last week's grammar and punctuation focus.</p> <p>Send written work to your teacher for marking.</p>
<p>Resources:</p> <p>Video for 01.03.21. Selection of different explanation tests. Books or paper to record answers.</p>	<p>Resources:</p> <p>Video for 02.03.21 Year 4 and 5 step sheets. List of conjunctions List of key features of explanation texts. Copies of the picture from the book 'Until I met Dudley' by Roger McGough & Chris Riddell.</p>	<p>Resources:</p> <p>Video for 03.03.21. 'Skeleton' structure for reference. List of conjunctions sorted according to type. Using text: 'Until I met Dudley' by Roger McGough and Chris Riddell.</p>	<p>Resources:</p> <p>Video for 04.03.21 Flow diagrams for Year 4, 5 and 6. Technical language word bank. Using text: 'Until I met Dudley' by Roger McGough and Chris Riddell.</p>	<p>Resources:</p> <p>Exciting Writing editing video. Copies of last week's exciting writing on 'Hope'. 'I have included' checklist.</p>
			<p>Please send a copy of this work to your class teacher for marking.</p>	<p>Please send a copy of this work to your class teacher for marking.</p>