

Year 6 Writing Unit: Explanatory text (Block B)

- This is a two-week unit.
- The unit is set in the context of the CUSP Science unit 'The Circulatory System'.
- The structure of the unit is as follows:

Week 1	Week 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

Autumn term							
Flexible block Approx. 1 week	Autobiography 2 weeks	First person stories with a moral 2 weeks	Poems that create images and explore vocabulary (War poetry) 1 week	Discursive writing and speeches 2 weeks	Explanatory text 2 weeks	Shakespeare (Sonnets) 1 week	Flexible block Approx. 1 week
No CUSP link	CUSP link: Autobiography of famous naturalists e.g. David Attenborough	No CUSP link	No CUSP link *Remembrance services	CUSP link: Study of Europe	CUSP: Phenomena of light	No CUSP link	No CUSP link
Spring term							
Flexible block Approx. 1 week	Explanatory text 2 weeks	Autobiography 2 weeks	Extended third person narrative (adventure stories) 3 weeks	Newspaper report 2 weeks	First person stories with a moral 2 weeks		
No CUSP link	CUSP: Circulatory system	CUSP link: Sporting heroes	CUSP link: Disaster stories	CUSP link: Natural disasters/ Bletchley Park Computing unit	No CUSP link		
Summer term							
		KS2 Assessments		KS2 Writing assessment window June			
Extended third person narrative (adventure stories) 3 weeks		Flexible block Approx. 1 week	Newspaper report 2 weeks	Flexible block Approx. 1 week	Poems that create images and explore vocabulary 1 week	Discursive writing and speeches 2 weeks	Shakespeare (Sonnets) 1 week
No CUSP link		No CUSP link	CUSP link: Conflict and peace	No CUSP link	CUSP link: Conflict and peace	No CUSP link: Transition	No CUSP link

Learning Sequence: Y6 Explanatory text (Block B)

Week: 1/2	Focus: Explicit teaching of the grammatical structures and text conventions required		
Revisiting prior learning 	Taught content 	Opportunities to apply taught content 	What success looks like 
<p>1. Precise selection of Tier 2 and 3 vocabulary</p> <p>Simple present and past tense</p>	<p>Use and sustain the simple and progressive forms of the present tense</p>	<p>Introduce the model text. Note the use of Tier 2 and 3 vocabulary. Highlight an example of an ambitious verb, e.g. <i>absorbed</i>. Model replacing it with a less precise word or phrase, e.g. <i>taken in</i>. Compare the two in terms of the impact on the meaning and concision of the text. Pupils highlight further examples. Identify examples of the simple present tense in the model text and change them to the past. How does this affect the meaning? Teach the progressive form of the present tense, e.g. <i>While our teeth chop ... / While our teeth are chopping ...</i> Identify examples of the simple present tense in the model text and convert to the progressive present tense. Execute at sentence level.</p>	<p>Can recognise the simple and progressive present tense forms and execute at sentence level</p>
<p>2. Paragraphing</p>	<p>Use organisational and presentational devices to help the reader navigate the text</p>	<p>Cover up the subheadings on the model text. Recap the importance of organising information into paragraphs - when explaining a process these need to be chronological. Point out that without subheadings, it is challenging to locate information quickly, as they support the reader in navigating the text. Note that subheadings can be written as a question to engage the reader. Ask pupils to reword one of the subheadings as a question. Highlight the bullet points and recap that these are used to list items and give clarity. Give pupils a section of text to organise using these devices.</p>	<p>Can use a range of devices to support the reader in understanding and navigating a text</p>
<p>3. Main and subordinate clauses</p> <p>Using commas to separate clauses</p>	<p>Use conjunctions, adverbs and prepositions to express time, place and cause</p>	<p>Check pupils can identify the main and subordinate clauses in sentences and explain the position of the comma to separate the subordinate clause, where relevant. Using the model text, highlight examples of sequencing conjunctions. Identify examples of adverbs, reminding pupils that they modify the verb, e.g. <i>Digestion has already begun</i>. Note how some words or phrases can have more than one function, e.g. <i>After between four and eight hours, ...</i> is a prepositional phrase and an adverbial phrase, expressing time. Model constructing sentences using these, then pupils execute at paragraph level.</p>	<p>Can use conjunctions, adverbs and prepositions to indicate time, place and cause in an explanatory paragraph</p>

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Revisiting prior learning 	Taught content 	Opportunities to apply taught content 	What success looks like 
<p>4. Identifying the object, verb and subject in a sentence</p> <p>The active verb form</p>	<p>Use passive verbs to affect the presentation of information</p>	<p>Revisit labelling the object, verb and subject in a sentence written in the active verb form. Teach the passive verb, e.g. <i>Each lump or bolus of food is pushed by the tongue ...</i> Colour-code the object, verb and subject. Model converting it to the active form (<i>The tongue pushes the lump or bolus of food ...</i>) and colour-code again. Note that by using the passive voice, the object (the food) appears in advance of the subject in the sentence. Presenting it in this way shifts the focus away from the subject (the tongue) to the object. The passive also enhances the level of formality. Identify an active verb form and convert it to the passive. Pupils execute at sentence level.</p>	<p>Can identify the passive verb form and use it to shift the focus of attention within sentences</p>
<p>5. Flexible content</p>			
<p><i>Demonstrate secure use of the following punctuation:</i></p> <ul style="list-style-type: none"> • <i>Capital letters and full stops</i> • <i>Commas to mark clauses</i> • <i>Bullet points</i> 		<p><i>While basic punctuation such as capital letters and full stops may be referenced in the Ingredients for Success checklist, teachers will need to use their discretion to determine whether this is required additional explicit teaching for their cohort or whether it can be consolidated through standard classroom expectations of writing outcomes.</i></p>	

Learning Sequence: Y6 Explanatory text (Block B)

Week: 2/2	Focus: Structural understanding and planning of extended outcome		
Revisiting prior learning 	Taught content 	Opportunities to apply taught content 	What success looks like 
1. Formal and informal language conventions	Conventions of explanatory texts	Establish purpose and context: pupils to write an explanation of how the circulatory system works. Use a diagram from the CUSP Knowledge Organiser to briefly revisit how blood is circulated. Gather relevant Tier 2 and 3 vocabulary from the CUSP Vocabulary Module on the circulatory system to display. Review the conventions represented in the model text (see Knowledge Notes) and collect examples. Note examples of formality (passive verb form; Tier 3 vocabulary) and informality (personal pronouns and slang). The audience for whom pupils write will dictate the level of formality to employ.	Can recognise the key conventions of an explanatory text
2. Planning in note form under headings	Structure and planning of an explanation	Revisit the model text to create a planning framework to include an introduction, sequential paragraphs and a conclusion. Model using notes under headings to plan relevant content, including Tier 3 vocabulary. Incorporate key organisational features, including subheadings and bullet points. Pupils then use this planning structure to insert their own content on the circulatory system. Orally rehearse the content, including the use of conjunctions to link ideas. Use 'editing as you go' to amend plans in response to this.	Can plan the structure and content of an explanation in note form
3. Pronouns	Use conjunctions, adverbs and prepositions to express time, place and cause	Revisit planning. Orally rehearse the first paragraph ensuring that it explains the purpose of the text and includes consistent use of the present tense (simple or progressive). Shared write a paragraph, modelling the use of adverbs and prepositions to indicate time, place and cause. Recap the use of pronouns to avoid the repetition of nouns. Demonstrate how conjunctions link clauses within a sentence and across paragraphs. Pupils write their introduction and first paragraph. Model reading out loud to edit for meaning, focusing on avoiding repetition and the use of conjunctions, adverbs and prepositions.	Can indicate time, place and cause by using conjunctions, adverbs and prepositions

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4. Commas to separate clauses	Use the passive verb form to affect the presentation of information	Model writing the next paragraph and demonstrate writing a sentence in the passive verb form. Discuss how this affects the information presented and remind pupils that this also adds to the level of formality. Revisit the use of the comma to separate clauses. Pupils orally rehearse their next paragraph, including an example of the passive verb form, then write it. Exemplify how to write a concluding paragraph, then pupils write their own. Read their work out loud and edit secretorially, focusing on errors in capital letters, full stops and commas to separate clauses.	Can write in the passive voice to add formality and change the emphasis within a sentence
5. Commonly misspelt words	Edit extended writing for impact	Model reading out loud to check for meaning and make explicit the importance of pupils identifying their own common spelling errors. Provide pupils with a few minutes to repeat this with their own work. Next, return to the Tier 2 and 3 vocabulary and its importance in providing precision and the impression of an 'expert' voice. Model editing vocabulary choices for impact, then pupils do the same. Evaluate their text against the Ingredients for Success, highlighting the conventions in their writing.	Can edit vocabulary for impact in writing

Vocabulary and Content Knowledge: Y6 Explanatory text (Block B)

Tier 2/3 Vocabulary	
<u>manufacturing</u>	The making of articles on a large scale using machinery.
<u>conveyor</u>	A person or object that transports or communicates something.
<u>contraction</u>	The process in which something becomes shorter or tighter.
<u>process</u>	A series of actions or steps taken to achieve an outcomes
<u>combine</u>	Join or merge to form a single unit or substance.

Content Knowledge	
Passive voice	When the subject of the sentence has an action done to it (used when the writer wants to focus on the object in a sentence), e.g. <i>Each lump or bolus of food is pushed by the tongue.</i>
Use of simple present and present progressive tenses	<p>Simple present: actions happening now, e.g. <i>The muscular tube that connects the throat to the stomach.</i></p> <p>Present progressive: actions that are ongoing now, e.g. <i>While our teeth are chopping and pulping this raw material ...</i></p>

Text Convention Knowledge Note: Y6 Explanatory text (Block B)

Year 6: What are the features of an explanatory text?

Third person perspective

3

Written in the third person from an outside perspective. Use the pronouns it, they etc.

Use of simple present and present progressive tenses



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Present progressive: actions that are ongoing now, e.g. *While our teeth are chopping and pulping this raw material ...*

Use of passive verbs



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Tier 3 technical vocabulary



Use of subject-specific vocabulary for precision and an expert voice, e.g. *nutrient molecules.*

Conjunctions, adverbs and prepositions to show:

a) time, e.g. *Now, let us take a look at the system in more detail.*



b) cause and effect, e.g. *Consequently, it is formed into stools ...*



c) place, e.g. *Here, it mixes with more digestive juices from the liver and pancreas.*



Organisational and presentational devices



Features such as sub-headings, paragraphs and bullet points used to help the reader navigate the text.

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Supporting Model Text: Y6 Explanatory text (Block B)

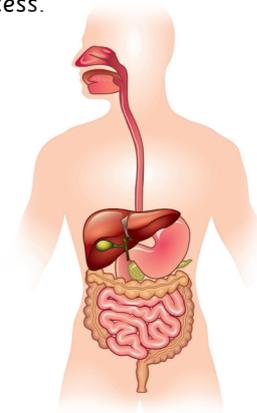
The digestive system

Humans need to eat and drink to stay alive – we all know that. The question is, how do we turn each meal into something we can use? After all, we cannot simply push a sandwich into our muscles or pour a glass of water into our brains and expect it to benefit us.

The answer is digestion – a fascinating and complex operation. The way food and drink is converted into substances that our bodies can use is as impressive as any manufacturing process.

The digestive system, as it is known, consists of four main sections:

- the mouth
- the stomach
- the small intestine
- the large intestine.



Now, let us take a look at the system in more detail.

Mouth

People tend to prefer meals that look, smell and taste appealing. Appetising presentation is no use to our bodies, however, so the first job is to mash up each mouthful and start preparing it for transit through the body. While our teeth are chopping and pulping this raw material, our watery saliva is being added to the mixture. This both helps to make swallowing easier and uses enzymes to start breaking down the food. Digestion has already begun.

Stomach

Each lump or bolus of food is pushed by the tongue into the oesophagus – the muscular tube that connects the throat to the stomach. A series of rhythmic contractions, known as peristalsis, automatically shifts the food on its way, rather like a conveyor belt in a factory. When it reaches the stomach, it finds itself in a bag of more enzymes and strongly acidic juices that accelerate the breaking down of the food into useable molecules.

Small intestine

After between four and eight hours, the mixture flows into another long tube called the small intestine. Here, it combines with more digestive juices from the liver and pancreas. This is also where most of the nutrient molecules are absorbed through the walls of the intestine into the bloodstream. What remains is then passed into the large intestine.

Large intestine

The process is nearly at an end and the clean-up operation begins. With peristalsis still providing the driving force, the waste material moves through the large intestine, also known as the colon. Here, more water is absorbed from the mixture and what is left is no longer required by the body. Consequently, it is formed into stools, faeces, excrement (poo). This then passes through the rectum and ultimately the anus where it leaves the body when you go to the toilet.

The whole journey takes at least two days to complete – maybe more depending on who you are and what you have eaten. It is a truly remarkable process that ensures you have all the energy and nutrients you need to function and grow. All you have to do is respect it by making sure that you ingest a healthy balanced diet.

Ingredients for Success: Y6 Explanatory text (Block B)

Ingredient	Example	My work shows...	My teacher thinks...
Precise selection of Tier 2 and 3 vocabulary to enhance meaning			
Use and sustain the simple and progressive forms of the present tense			
Use conjunctions, adverbs and prepositions to express time, place and cause			
Use passive verbs to affect the presentation of information			
Use organisational and presentational devices to help the reader navigate the text			
<i>Demonstrate secure use of the following punctuation:</i> <ul style="list-style-type: none"> • <i>Capital letters and full stops</i> • <i>Commas to mark clauses</i> • <i>Bullet points</i> 			
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For more information and examples please visit
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Tweeters:



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