



YEAR 5: Explanation Text

Spelling

- Year 5/6 National Curriculum words:

frequently embarrassing
guarantee necessary
persuade occupy
excellent
equipment
according
occur

- ly revision and Silent Letters

Week 1: Revise ly words (not a Spelling Shed Unit)

Week 2: Spelling Shed Unit 16

Week 3: Spelling Shed Unit 16



Specific Features of this text type:

- A clear title (question)
- An introductory paragraph – say what is going to be explained
- Paragraphs detailing a process, often in chronological order
- Facts
- Present tense
- Formal language
- Technical language



Grammar

- Subordinating conjunctions – expand upon independent clauses with ‘when’, ‘as’, ‘before’, ‘since’, ‘until’ and ‘although’
- Expanded noun phrases
- Relative clauses
- Conjunctive adverbs for cause and effect – link connected points
- Adverbs/adverbials of time

Punctuation

- Punctuation for parenthesis

Links to Previous Learning

- Present tense
- Formal language
- Subordinating conjunctions
- Expanded noun phrases
- Conjunctive adverbs for cause and effect
- Adverbials of time

Links to Future Learning

- Year 5/6 spelling list
- Linked to history knowledge
- Relative clauses
- Punctuation for parenthesis
- Hyphenated words

How did Vikings raid Anglo-Saxon settlements?

VOCABULARY (Subject Specific)

Subordinating conjunction	Introduces a subordinate clause
Subordinate clauses	A clause that cannot stand alone as a complete sentence
Expanded noun phrase	A phrases where adjectives, adverbs or prepositions modify the noun.
Relative clause	A clause that uses a relative pronouns such s who, which, or that
Adverbs for cause and effect	Shows the relationship between cause (event) and the effect (what happened because)
Adverbials of time	Describes when, for how long, or how often an action of event will happen.
Parenthesis	A word, phrases of clause inserted into a sentence as an explanation of afterthought.
Hyphenated words	Joins two words to make a compound word

Teacher will assess children's knowledge and understanding of vocabulary specific to the text.

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting Spelling Shed	Spelling starter	Spelling starter	Spelling starter	Spelling starter
	English – linked to text	English – linked to text	English – linked to text	English – linked to text

Year 5 National Curriculum Statements

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- precising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors

Develop their understanding of the concepts set out in [English appendix 2](#) by:

- recognising vocabulary and structures that are appropriate for formal speech and writing
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Indicate grammatical and other features by:

- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis

Checklist

- Title
- Introductory paragraph
- Paragraphs detailing a process
- Facts
- Present tense
- Formal language
- Technical vocabulary
- Subordinating conjunctions
- Expanded noun phrases
- Relative clauses
- Conjunctive adverbs for cause and effect
- Adverbials of time
- Parenthesis
- Year 5/6 word list
- Hyphenated words

