

Explanation Texts: How to Mummify a Tomato : English : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explain links between our learning.	Introduce your class to the process of mummifying a tomato. This lesson challenges your class to make links between the Ancient Egyptian mummification process and the one that they will be conducting in a following lesson. Have your class investigate the similarities and differences between the two processes.	<ul style="list-style-type: none"> • Can children recall the steps in the mummification process? • Can children make simple links between related processes? • Are children able to use their previous learning to explain the reasons behind different actions in a process? 	<ul style="list-style-type: none"> • Slides • Mummification Cards 1A • Worksheet 1A/1B/1C • Mummification Cards 1B (FSD? activity only) • Worksheet 1D (FSD? activity only)
Lesson 2	To analyse and improve instructions.	Challenge your class to follow some instructions to mummify a tomato. The children must add to, improve or write their own instructions to match each step in the mummification process. Extend the children further by asking them to use the previous lesson's learning to explain why each step is important when mummifying something.	<ul style="list-style-type: none"> • Can children identify and use imperative verbs? • Are children able to effectively use adverbials of time in their instructions? • Can children analyse successful and less successful instructions and use this analysis to suggest improvements? 	<ul style="list-style-type: none"> • Slides • Instruction Sheet 2A/2B/2C • Teacher Sheet 2A • Materials for mummifying tomatoes (see Teacher Sheet) • Worksheet 2A (FSD? activity only)
Lesson 3	To analyse existing writing to identify suitable structure and vocabulary.	Children will analyse and discuss model text which they will be using to inspire their own writing in the next lesson. They will look for structural and language features of newsletters and blogs before independently looking for inspiration for next lesson's writing task.	<ul style="list-style-type: none"> • Can children identify the potential audience for a text? • Can children identify successful features of a piece of writing? • Are children able to suggest improvements to a piece of writing? 	<ul style="list-style-type: none"> • Slides • Model Text 3A/3B • Worksheet 3A/3B
Lesson 4	To write an informative blog or newsletter text.	In this final lesson the children will create a draft of their explanation text when they explain the process of mummifying a tomato and how this process links to the Ancient Egyptian process of mummifying a body. They are supported using the challenge cards or can work together to create a collaborative piece.	<ul style="list-style-type: none"> • Can children write a chronological explanation of an activity they have completed? • Are children able to successfully use genre-related features? • Can children evaluate and improve their own writing? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B • Writing Frame 4A • Challenge Card 4A

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Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading - comprehension

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| <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] | <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say |
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Writing - transcription HANDWRITING

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - transcription SPELLING

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Writing - composition

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing - spelling, punctuation and grammar

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

English Appendix 2

WORD

- Formation of **nouns** using a range of **prefixes** [for example super-, anti-, auto-]
- Use of the **forms** a or an according to whether the next **word** begins with a **consonant** or a **vowel** [for example, a rock, an open box]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

SENTENCE

- Expressing time, place and cause using **conjunctions** [for example, when, before, after, while, so, because], **adverbs** [for example, then, next, soon, therefore], or **prepositions** [for example, before, after, during, in, because of]

TEXT

- Introduction to paragraphs as a way to group related material
- **Headings and sub-headings to aid presentation**
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

PUNCTUATION

- Introduction to inverted commas to **punctuate** direct speech

TERMINOLOGY FOR PUPILS

- preposition, conjunction
- word family, prefix
- clause, subordinate clause
- direct speech
- consonant, consonant letter vowel, vowel letter
- inverted commas (or 'speech marks')