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**Purpose, Audience and Register**

**Purpose** = The purpose is to explain how a volcano is formed in order to help the reader to fully understand this process.

**Audience** = The audience are young geographers who are interested in learning about volcanoes and Mount Vesuvius.

**Levels of Formality** = A formal register is required. Subject-specific vocabulary should be used.

**Crofton Junior School**

**English Knowledge Organiser Year 3 Summer Unit 2**

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| **Unit of Work** | How is a volcano formed? Explanation Text |
| **Text Type / Genre** | Explanation Text  |
| **Text Driver the Unit of Work links to** | N/A |

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| **Overview of the Unit of Work including End of Unit Outcome** | Pupils will further embed their knowledge of non-fiction writing through an explanation text focus. Children will learn that explanation texts are written in chronological order and use cohesive devices (pronouns, prepositions and subject-specific vocabulary) to link between and within paragraphs. They will further embed their understanding of verb tense and apply their knowledge of the present perfect form, which is used to indicate an action that happened in the past but still continues in the present. Pupils will plan and draft an explanation text on the formation of a volcano, by applying their knowledge of tense, paragraphs and other skills from the autumn and spring terms (main and subordinate clauses, coordinating and subordinating conjunctions and prepositions). They will apply their understanding of paragraphs to organise writing based on different themes/topics. Paragraphs will focus on convergent plate boundaries, formation of volcanoes and the eruption of Mount Vesuvius. Pupils will also create an annotated diagram of a strato volcano (including: the crater, secondary vent, magma chamber, eruption cloud, main vent and cone) to accompany their explanation text. Pupils will reflect upon their initial draft and begin to make purposeful edits to up level this further with a particular focus on subject specific vocabulary and a range of conjunctions. Pupils will develop their knowledge of proof reading to proof read for spelling, punctuation and grammatical errors.  |
| **Links to Reading Objectives**  |  Pupils will analyse explanation texts (linked to geography) focusing on how the structure, language and presentation contribute to the meaning of the text. They will identify features of the text and label these whilst explaining how and why they have been used. Pupils will continue to develop their skimming and scanning skills to retrieve key information from explanation texts. They will develop their understanding of language and use their dictionary skills to look up unfamiliar vocabulary.  |
| **Prior Learning** |  Vocabulary, Grammar and Punctuation Knowledge:* In Year 3, pupils have been introduced to paragraphs as a way to group related material around the three themes of time, topic and talk.
* In the autumn and spring terms, pupils recalled their knowledge of main and subordinate clauses, coordinating and subordinating conjunctions and adverbials.
* In the spring term, pupils learnt about different tenses: past and present progressive and present perfect.

Text Type – Explanation Text* In Year 3, in the autumn term, pupils were first introduced to writing to explain. They wrote a set of instructions to inform, educate and explain to hedgehogs how to cross the road safely. This was inspired by the text: The Hodge-Heg.
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| **Text Type Features** **(Explanation Text)** | * Explanation texts are written in the present tense.
* Explanation texts include a title to show what the text is about. Often, they use ‘How’ or ‘Why’.
* An opening paragraph is used to introduce the process.
* Chronological order is used with time conjunctions.
* Formal language is used – this is used for more official and serious purposes.
* The stages of the process that is being explained are clearly broken down using sub-headings.
* Subject specific, technical vocabulary is used.
* Diagrams with labels and pictures with captions are commonly used.
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| **Sticky Knowledge** | During the summer term, time is spent revisiting key sticky knowledge from the autumn and spring terms to embed this knowledge. The children will learn:* How paragraphs can be used to organise writing around three themes of time, topic and talk.
* Paragraphs are used to organise ideas.
* Explanation texts are written in the present tense.
* There are three main tenses: past, present and future.
* How to use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].
* How to use 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].
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| **New Vocabulary** | tectonic plates – pieces of the Earth’s crust that float on the mantlevolcanoes – mountains from which lava, gas, steam and ash from inside the Earth sometimes burstcrater - where lava comes out of – they are formed during an eruptionsecondary vent - If there is a blockage, lava will find a new route at the side. magma chamber - a pool of magma inside the Eartheruption cloud - gas and ash are released into the airmain vent - where lava travels from the magma chamber to the cratercone - made of cool lava and ashcomposite/strato volcano – They are made of layers of hardened lava. Lava flows and cools. The layers build on top of each other and the volcano becomes higher (tall and steep sides).  |
| **Post Learning** | * In Year 4, pupils will write an explanation text in the summer term to explain the process of the water cycle.
* In Year 5 and Year 6, pupils will apply their knowledge of layout devices to their newspaper articles and information texts in the autumn, spring and summer terms.
* In Year 5 and Year 6, pupils will apply their knowledge of using subject-specific vocabulary when writing balanced arguments in the spring and summer terms.
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