

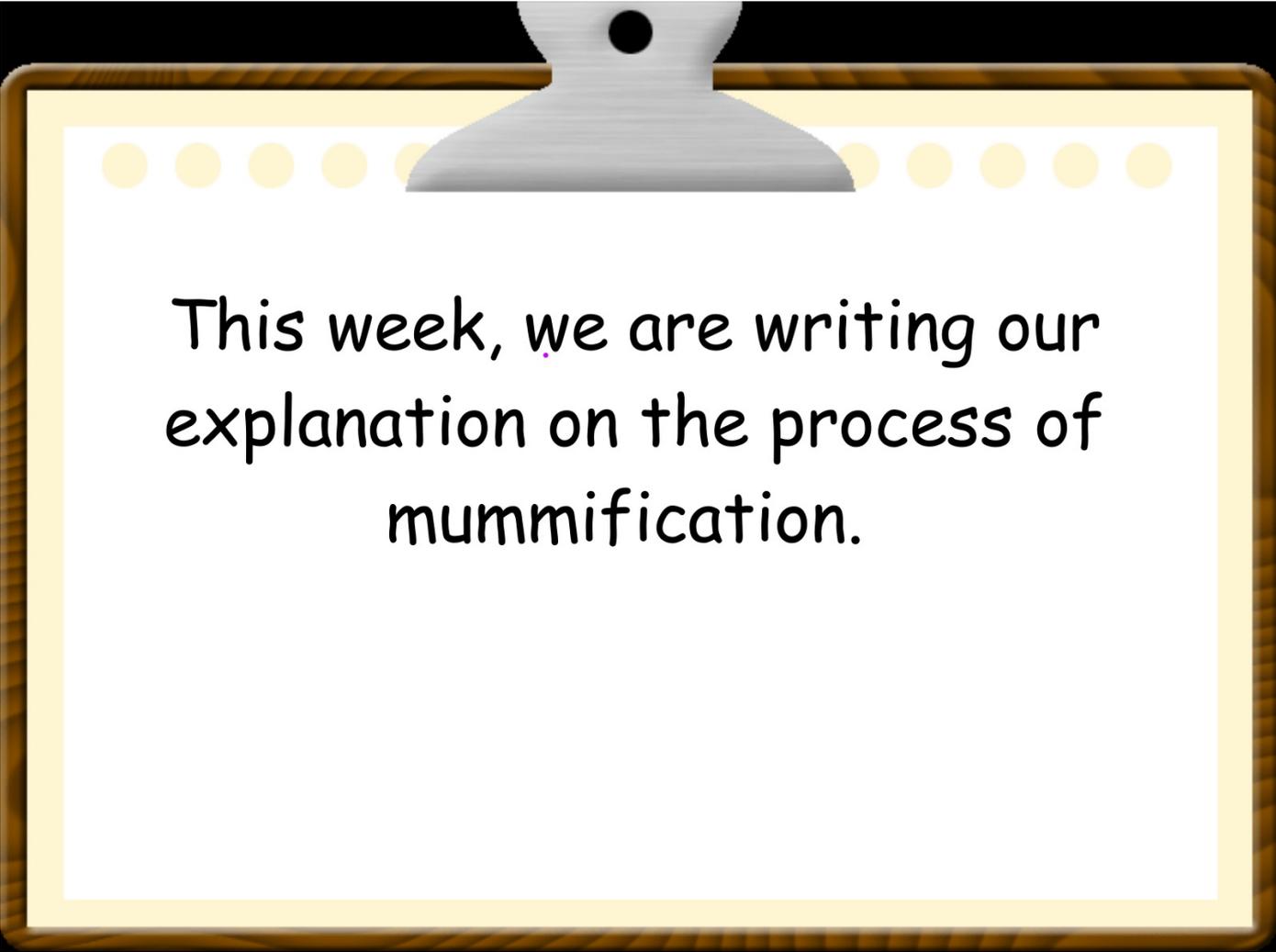
# English

## Learning objective:

\*to use modelled writing in order to understand and learn from its structure, vocabulary and grammar.

## Writing outcome for today:

\*to write the first few steps of the mummification process, using appropriate vocabulary, grammar and conjunctions.



This week, we are writing our explanation on the process of mummification.

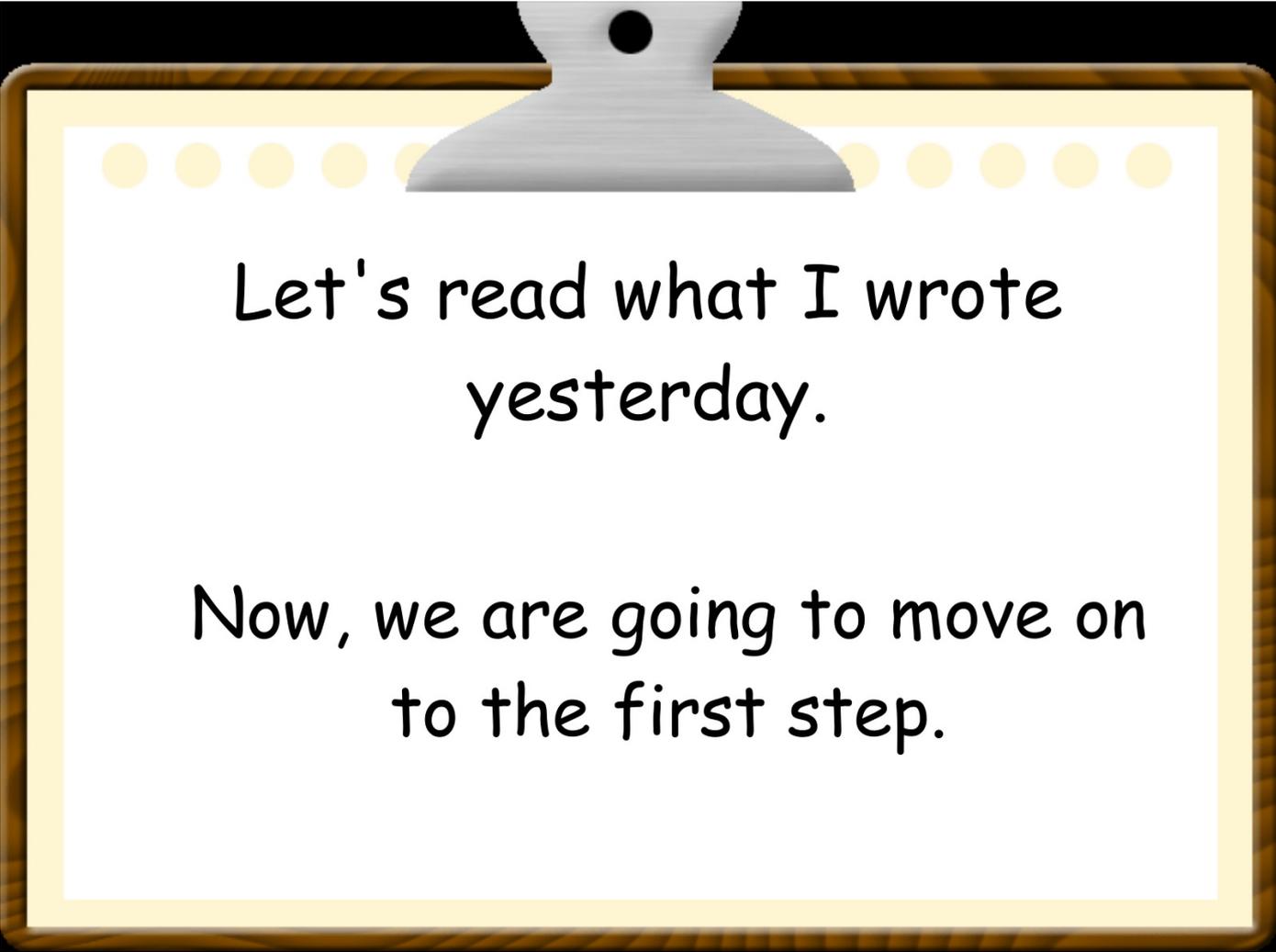
Your RUBRIC will give you clear success criteria for your writing.

### Writing Explanations (Year 3)

	<u>Developing</u>	<u>Secure</u>	<u>Exceeding</u>
<u>Structure</u>	*Title has to do with the topic but doesn't give very much information. e.g. <u>Snails</u>	*Title is posed as a question, which acts as the basis for the explanation. e.g. <u>How do snails eat?</u>	*Has a question title and an introduction which make good use of topic specific vocabulary and clearly identifies the topic of the explanation that follows.
	*Has a few simple sentences to give some idea as to what the topic for the explanation is.	*Has an introduction that makes it clear what the topic of the explanation is.	
	*Explanation of events in order, but not organised into paragraphs.	*The events of the process are correctly ordered and has some use of paragraphing. However, there may be more than one event covered in a paragraph.	*The events of the process are correctly ordered and organised into paragraphs. *There is one main event per paragraph.
<u>Punctuation</u>	*I have used capital letters for the start of sentences. *I have used correct end of sentence punctuation. (. ? !) *Where there are words with letters missing, I have used the apostrophe correctly. (He's, can't, wasn't)	*I have used capital letters accurately and varied the end of sentence punctuation. (. ? !). * I have used the apostrophe correctly for where letters are missing. (he's, can't, wasn't) and to show singular possession.	*I have used capital letters and end of sentence punctuation accurately throughout my work. * I have used the apostrophe correctly to show possession, both singular and plural. (Tom's house, the Pharaohs' tombs)
<u>Vocabulary</u>	*I have used a few time conjunctions in my writing. e.g. next, then, finally	*I have used some time conjunctions to show order, and some causal conjunctions, but I have repeated some of these. e.g. next, then, finally, because, this results in.	*I have used time conjunctions to show a clear order and causal conjunctions to give more detail to my writing. I have varied my choice of these conjunctions.
	*I have not used special words that relate to my topic.	* I have used some special words that relate to my topic, but some are missing.	*I have used special words that relate to my topic throughout my writing.
<u>Handwriting and presentation</u>	*I have used correct spacing between my words. *My handwriting is sometimes joined and can be easily read by others.	*My handwriting is usually joined and is neat in appearance. *The joins we have been taught are formed accurately.	*My handwriting is neat and joined, throughout the whole piece of work.

	<u>Developing</u>	<u>Secure</u>	<u>Exceeding</u>
	<p>*Title has to do with the topic but doesn't give very much information. e.g. <u>Snails</u></p>	<p>*Title is posed as a question, which acts as the basis for the explanation. e. g. <u>How do snails eat?</u></p>	<p>*Has a question title and an introduction which make good use of topic vocabulary and clearly identify the topic of the explanation that follows.</p>
	<p>*Has a few simple sentences to give some idea as to what the topic for the explanation is.</p>	<p>*Has an introduction that makes it clear what the topic of the explanation is.</p>	
	<p>*Explanation of events in order, but not organised into paragraphs.</p>	<p>*The events of the process are correctly ordered and has some use of paragraphing. However, there may be more than one event covered in a paragraph.</p>	<p>*The events of the process are correctly ordered and organised into paragraphs. *There is one main event per paragraph.</p>
	<p>*I have used capital letters for the start of sentences. *I have used correct end of sentence punctuation. (. ? !) *Where there are words with letters missing, I have used the apostrophe correctly. (He's, can't, wasn't)</p>	<p>*I have used capital letters accurately and varied the end of sentence punctuation. (. ? !). * I have used the apostrophe correctly for where letters are missing. (<u>he's</u>, can't, wasn't) and to show singular possession.</p>	<p>*I have used capital letters accurately and varied the end of sentence punctuation accurately throughout my work. * I have used the apostrophe correctly to show possession, both singular and plural. (<u>Tom's house</u>, <u>the Pharaohs</u>)</p>

	<p>*I have used a few time conjunctions in my writing. e.g next, then, finally</p>	<p>*I have used some time conjunctions to show order, and some causal conjunctions, but I have repeated some of these. e.g next, then, finally, because, this results in.</p>	<p>*I have used time conjunctions to show clear order and causal conjunctions to add more detail to my writing. I have used a variety of my choice of these conjunctions.</p>
	<p>*I have not used special words that relate to my topic.</p>	<p>* I have used some special words that relate to my topic, but some are missing.</p>	<p>*I have used special words that relate to my topic throughout my writing.</p>
<p><b>presentation</b></p>	<p>*I have used correct spacing between my words. *My handwriting is sometimes joined and can be easily read by others.</p>	<p>*My handwriting is usually joined and is neat in appearance. *The joins we have been taught are formed accurately.</p>	<p>*My handwriting is neat and clear throughout the whole piece.</p>



Let's read what I wrote  
yesterday.

Now, we are going to move on  
to the first step.

*First, the body was taken to an embalming tent where it was important to establish that the person was dead. This was done by the embalmer tickling the corpse's foot with a feather.*

Have I used any time conjunctions?

What about causal conjunctions?

Can we improve upon this?...lets try.



Now we have finished the first stage,  
lets move on to the next...

How might I start off the second stage pf the mummification  
process?

*Then, came the gruesome task of removing the dead person's  
brain. This was done through the nose using a long hook. The  
hook was inserted up through the nose and jiggled around. This  
caused the brain to break up into small pieces, where it could  
then be pulled out through the nostrils. Ancient Egyptians did  
this because they believed the brain was of no importance and  
had no value.*

Again, have I included time and causal conjunctions?

How could i improve this?



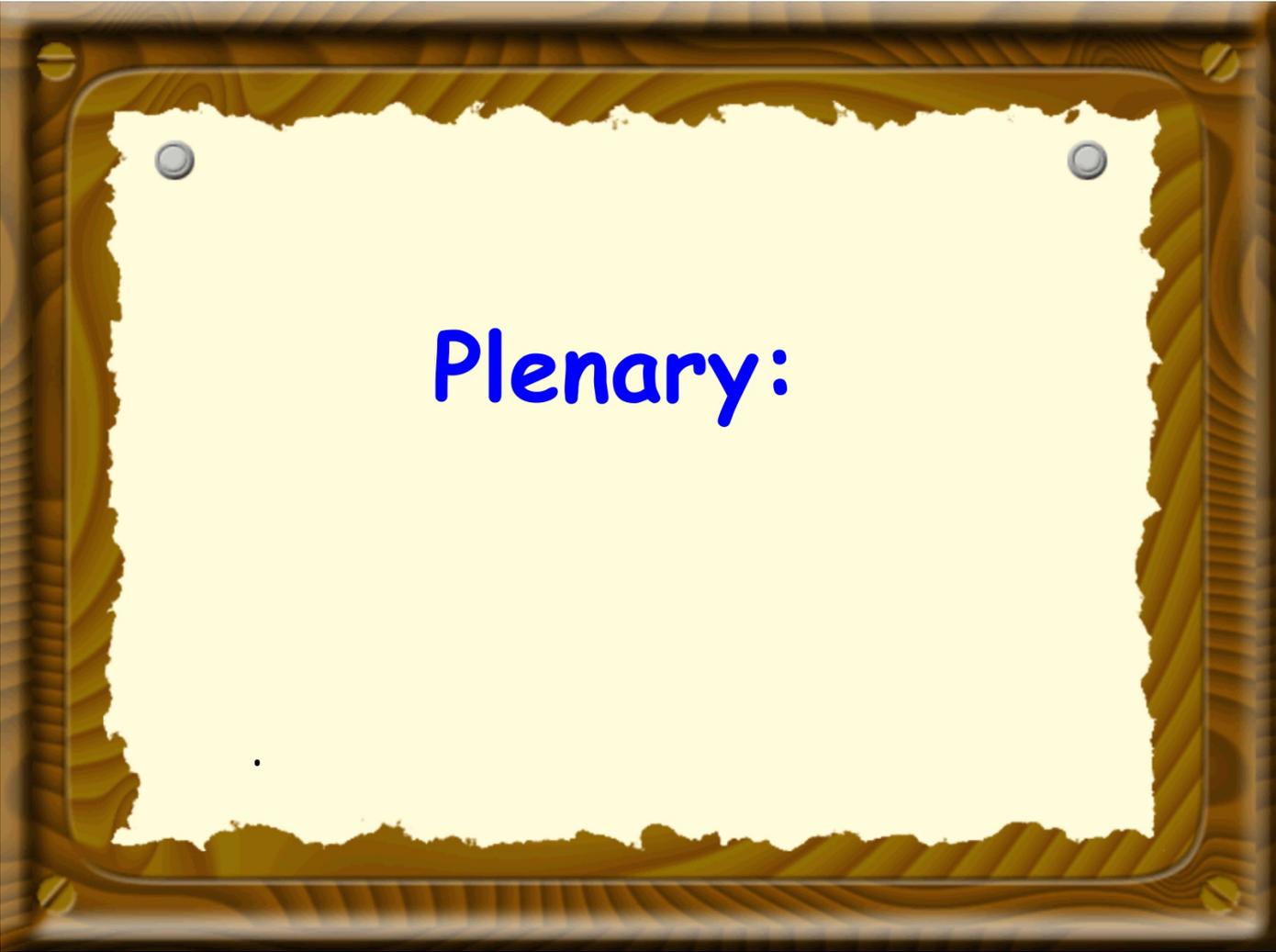
## Task

Today you are to write the first few stages of your explanation text.

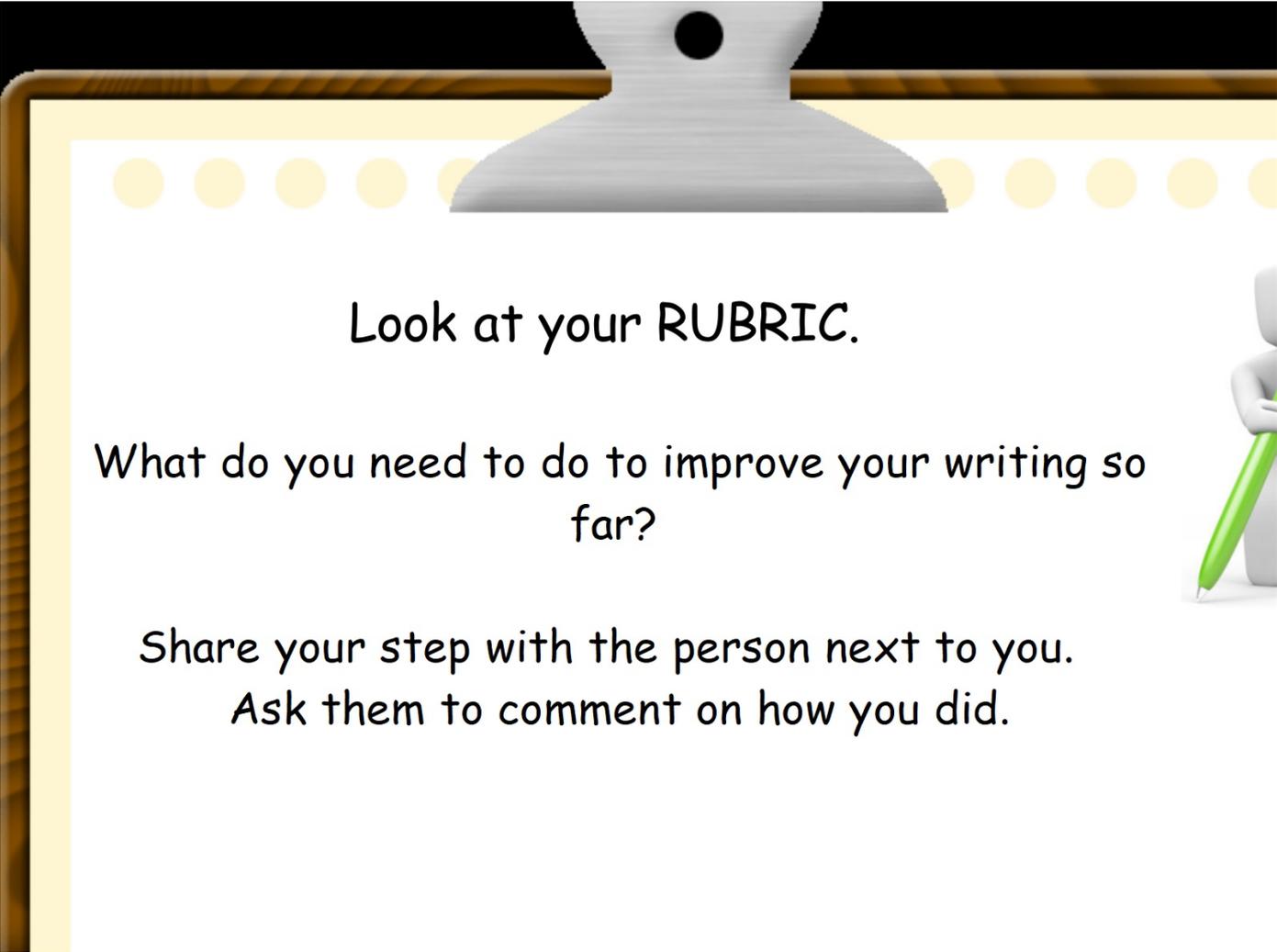
Remember to include time and causal conjunctions.

Remember to also refer to the RUBRIC as your guide as to what to include to make this a really great explanation text.

As usual, remember to include correct CL and P.

A decorative frame with a wood-grain pattern contains a yellow notepad with a torn edge. The notepad is held in place by four silver fasteners. The word "Plenary:" is written in blue on the notepad.

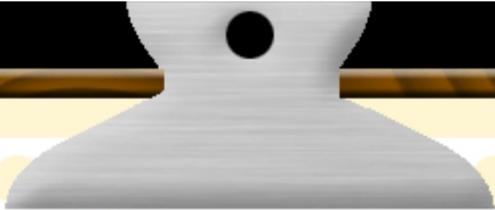
**Plenary:**



Look at your RUBRIC.

What do you need to do to improve your writing so far?

Share your step with the person next to you.  
Ask them to comment on how you did.



**Learning objective:**

\*to use modelled writing in order to understand and learn from its structure, vocabulary and grammar.

**Writing outcome for today:**

\*to write the first steps to an explanation text, using appropriate conjunctions.

