Let's continue our senses and have a go at writing our own explanation texts...

This week, you will have a go at writing your own explanation text to answer the following question (or the question you came up with last week):

**How do our senses work?**

We hope you enjoy finding out more about our senses! Remember you can share your work with someone at home and send it in to us at: homelearning@stjeromebilingual.org. We would love to read your amazing facts and share some work on the school website!

Miss Dear and Miss Reynolds😊

**Monday**

**LI: To plan my writing.**

Have a look at your list of facts and read over them with someone at home.

- If you struggled finding facts, read some facts we have found for you to help you plan and write your explanation text. You can find the list of facts on our home learning page.

Remember the features you will need to think about when you write your explanation text:

Remember the purpose of an explanation text is to answer a question and describe a process.

Explanation texts **usually** include these features:

- **Written in the present tense**, in formal language
- Text arranged into facts to explain **how** something works or **why** something happens.
- Sub-headings to write information in ordered sections.
- **Time conjunctions**, such as: first, then, next, later, finally.
- **Technical vocabulary** (sometimes in **bold**), for example: if the text is about how a car is made, it may include words such as 'ignition', 'engine' and 'bonnet'
- Glossary to explain technical vocabulary
- **Diagrams** with labels and/ or pictures with **captions**

Use your list of facts and draw a mind map to plan which facts you will write in which section. Try to include the following in your plan:

- An introduction to explain what your explanation text is about
- 3 paragraphs [with subheadings- think carefully about the facts will you include in each paragraph- For each sub heading find at least 3 facts to put under.]
-  Diagrams?

Here is an example of the layout for your mind-map:

![Mind-map example]

**Tuesday**  
**LI:** To write an explanation text (part 1).

Read over your mind-map with someone at home and check you have included most or all of the features above. Also check that you have at least 3 facts and a subheading for each paragraph.

Have a go at writing **as much of your explanation text as you can.** Use your mind-map to help you. See how many conjunctions, adverbs and adjectives you can use! Use the different word mats on our **home learning** page to help you.

If you need help with your layout, have a look at the examples you read last week on our **home learning** page.

Here are some sentence starters to add to your work if you wish to:
Did you know that ____?  
It's amazing that ____!  
It's interesting that ____!  
A little known fact about ____ is ____  
Have you ever noticed that ____?  
Another thing about ____  
Sometimes ____  
In addition ____  
Often ____  
An important thing about ____  
When ____

If you can, read the first part of your explanation text and your mind-map with someone at home. Make sure you know what you need to write.

Continue and finish writing your explanation text (or as much as you can). Remember to use your mind-map to help you. See how many conjunctions, adverbs and adjectives you can use! Use the different word mats on our home learning page to help you.

Remember that you can use the sentence starters above to help you.

If you need help with your layout, have a look at the examples you read last week on our home learning page.

Thursday
Lli: To edit my work.

If you can, read your work to someone at home. Together, check that your sentences make sense and whether you need to make some parts of your explanation clearer.

Then, if you haven’t done so already, finish your explanation text.

If you have finished your explanation text, read it over and check for spellings, capital letters, full stops/ punctuation at the end of your sentences, missing words. You can use the phonics matching game on our home learning page to help you with your spellings.

Friday
If you haven’t done so already, finish and read over your explanation text. Check for spellings, capital letters, full stops/ punctuation at the end of your sentences, missing words.

LI: To explore the function of prefixes.
If you have already finished, why not have a go at this week’s grammar activity about prefixes? Check the Prefix trees document on our home learning page, follow the instructions and have a go at filling another of the prefix trees.