

of explanation texts and draw up a list for reference. (For example: sequential information, connectives of cause/effect and of time, diagrams, labels.)

- Replay the animation with the audio. Ask the children to identify any of the typical language features and make a note of them. (For example: present tense verbs – *gathers, takes, flies, is, dry, cover, thickens, live*; time-based connectives – *when, then, at first*; technical subject-related terms – *hive, nectar, honeycomb, cell*; causal connective – *by*.)

Writing activities

- Provide the children with copies of photocopiable page 38 'Ordering information'. Ask them to cut out the six illustrations and rearrange them in different orders to decide what the best or correct sequence is. They should glue the illustrations onto a larger sheet of paper in the correct sequence and write a paragraph for each picture using their own words to explain the process. Encourage them to add any extra information (diagrams, text or labels) to the illustration that they feel is needed. Remind them to use time-related and/or cause and effect connectives.

Assessment

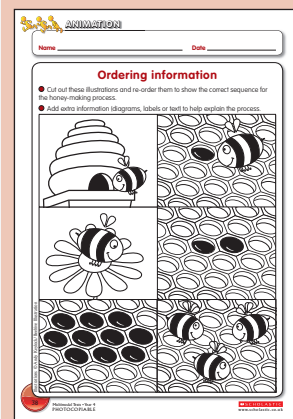
- Check that children use present-tense verbs and connectives to sequence their explanations.
- Ask the children to swap with a partner and annotate each other's explanation to identify the typical features of an explanation text from the list drawn up in class discussion. Ask them to describe how any extra information, be it text, diagram or illustration, has improved the explanation.

Reference to 100 Literacy Framework Lessons

- Non-fiction Unit 3 Explanation texts pages 133–148

Photocopiable

- See page 38 or CD-ROM.



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