English Mastery **Unit Plan**

Year 5 Writing Unit 2: *Analytical Essay*

Unit Context and Written Outcomes

This is the last writing unit in Y5 and gives pupils the opportunity to reflect critically on the Y5 core texts studied throughout the year and share their insights about the works of literature. In this unit, pupils write an analytical essay, answering a question, which compares the characters in the core texts. Analytical essays present an argument supported by evidence, whereas descriptive essays tend not to include analysis or opinion. Ultimately, descriptive essays summarise facts, while analytical essays delve into interpretation. This unit allows pupils to share their interpretations, draw conclusions and prove theories.

Text Type - Analytical Writing: *Writing that examines a topic to draw conclusions or prove theories*

Purpose - *To **persuade** the reader to agree with your interpretation, supporting your argument with evidence*

Specific Features for this Text Type

A question to answer	*Compare and contrast the antagonists in the Y5 texts studied this year. In your opinion, who is the most villainous villain and why?*
An **introductory paragraph** ending in a **thesis statement.**	*In all the historical works of literature studied, the authors convey villainous villains in an attempt to terrify the reader. Clearly, Grendel was the evilest antagonist of all because he committed the most heinous of crimes, brutally murdering and devouring human beings.*
Topic Sentences at the beginning of each body paragraph, which: - Answer the question - Include the writer's name - Refer to the extract or somewhere in the novella as a whole - Make a specific point about a character or theme	A topic sentence expresses the main idea in the paragraph. In other words, it tells what the rest of the paragraph will be about. For example: *In Riddle of the Runes, Ramirez portrays the antagonist Sigrun as a villain by describing her in a ghoul-like way.*
Body paragraphs which expand and elaborate on the topic sentence and use q**uotes/evidence** from the text to support your view	*For example, on pages 90-91, Ramirez describes how Sigrun, 'slid into view from the gloom as if she was floating across the floor'. By portraying Sigrun as ghost-like, Ramirez intends to make the reader mistrust and fear her.*
A **concluding paragraph** to **summarise** your opinion.	*In conclusion, although each villain is described as being inhumane, evil and cruel, it is evident that Grendel's villainous attributes cannot be contested: twelve, long years of murder; countless indiscriminate deaths - including new-born babies; and the barbaric eating of his victims. The evidence is clear: Grendel is by far the most villainous villain of all the antagonists studied this year.*

Grammar and Punctuation

Analytical verbs to portray authorial intent	• *indicates, illustrates, highlights, hints, exposes, foreshadows, suggests, signifies, represents, reveals, persuades, portrays, emphasises, displays, demonstrates, conveys, presents, explains, establishes*
Conjunctive adverbs that show contrast to compare the characters	• *Whereas, on the other hand, however, conversely, comparatively, although, in contrast, alternatively, similarly, likewise, rather than*
Conjunctive adverbs that give clarification	• *For example, to illustrate, for instance, namely, in conclusion, to summarise*
Formal language	• *Standard English, non-contracted forms, lack of slang/colloquial terms*
Quotation marks for quotes taken directly from the text	• *Lewis likens Robel to a snake in Chapter Fifteen: '"You'll regret this", he hissed.'* • *On page 21, Morpurgo details that Grendel picked his 'victims at random' be they 'innocent', 'sick' or 'children and new-born babes'*

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NC Links

The Y5 objectives covered from the National Curriculum programme of study are:

Plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using a wide range of devices to build cohesion within and across paragraphs

Evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

NC Grammar Objectives (exemplified in the model text):

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using commas to clarify meaning or avoid ambiguity in writing
- Devices to build cohesion within a paragraph
- Indicating degrees of possibility using adverbs (for example, perhaps, surely)
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis

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Unit Overview			
			Key Vocabulary
Lesson 1 *To explain which Year 5 text is your favourite and why*	**Immerse**	1. Recap the core texts studied in Year 5 and the authors 2. Revise the historical settings and put the texts in chronological order 3. Compare and contrast the texts studied, explaining which is your favourite and backing up your response with reasons	• historical setting • compare • narrative • protagonist • contrast
Lesson 2 *To understand the purpose of an analytical essay*	**Analyse**	1. Define key terms: analyse, analyst, analysis, analytical writing 2. Learn what an analytical essay is and its purpose 3. Read an analytical essay and discuss your response 4. Determine which statements are true or false	• cogent • examine • conclusion • analyse • analyst • analysis • analytical essay
Lesson 3 *To analyse the features of an analytical essay*	**Analyse**	1. Recap on the purpose of an analytical essay 2. Learn the key names of the features of an analytical essay 3. Find and highlight the features within the text 4. Match the analytical essay features to their definitions	• question • introductory paragraph • thesis • body • topic sentence • conclusion
Lesson 4 *To analyse the techniques used by the writer in an analytical essay*	**Analyse**	1. Reflect on the purpose and audience 2. Re-read the analytical essay 3. Complete a table, giving an example of each technique, and considering the impact on the reader. 4. Reflect on the features of analytical essays	• analytical verb • quotation mark • formal language • conjunctive adverbs
Lesson 5 *To understand the purpose of an introductory paragraph that ends with a thesis statement*	**Instruct**	1. Explore what makes a powerful introductory paragraph and thesis statement 2. Consider how the teacher models writing one 3. Decide on a response to the new question 4. Draft your own introductory paragraph, including a thesis statement 5. Peer review against the mastery checklist	• introductory paragraph • thesis statement • question
Lesson 6	**Instruct**	1. Recap structure of analytical essays 2. Learn how to draft a topic sentence 3. Learn the difference between an effective topic sentence and one that is not a true topic sentence	• topic sentence • question • author • writer

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To understand the purpose of a topic sentence		4. Fix and improve a sentence to turn it into an effective topic sentence	• extract • point
Lesson 7 *To practice drafting topic sentences*	**Instruct**	1. Recap what topic sentences and body paragraphs are and understand their purpose 2. Recap on what makes a good topic sentence 3. Draft a topic sentence for each of the possible body paragraphs 4. Compare and evaluate our topic sentences.	• topic sentence • question • author • thesis statement • body paragraph • extract • point • writer
Lesson 8 *To collect evidence for an analytical essay*	**Plan (collecting evidence)**	1. Recap purpose and audience of analytical essays 2. Understand that, in order to be convincing, topic sentences need to be backed up with evidence 3. Find and gather evidence from the core texts to expand and elaborate on the topic sentences 4. Evaluate the impact of your evidence on the reader 5.	• argument • persuade • evidence • body • opinion • audience • conclusion
Lesson 9 *To prepare to draft an analytical essay*	**Plan**	1. Recap on the analytical essay plan so far 2. Re-read the model text 3. Create a toolkit of devices we could use in our writing 4. Create a word bank 5. Draft and review a body paragraph	• body paragraph • evidence • reader • impact
Lesson 10 and 11 *To draft an analytical essay*	**Write**	1. Recap purpose and audience 2. Use plan, toolkits and word banks to select appropriate grammar and vocabulary 3. Evaluate and edit	• argument • persuade • evidence • body • opinion • audience • conclusion
Lesson 12	**Edit & Review**	1. Reflect on what has gone well, the techniques you have used and their impact on the reader 2. Identify what could be improved and edit and re-write those sentences 3. Set yourself a personal writing target to achieve in the next unit.	• argument • persuade • word choices

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To assess the effectiveness of your analytical essay			• conjunctive adverb • opinion • formal • analytical verb

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