



## English Curriculum

### Progression in explanations

#### Generic text structure

The structure of an explanation text is often (but not always):

- a general statement to introduce the topic, for example, in the autumn some birds migrate
- a series of logical steps explaining how or why something occurs, for example because hours of daylight shorten...
- steps continue until the final state is produced or the explanation is complete

#### Language features

The language features of an explanation text are often (but not always):

- written in simple present tense, for example, many birds fly south
- use connectives that signal time, for example, then, next, several months later
- use causal connectives, for example because, so, this causes

#### Knowledge for the writer

- decide whether diagrams, charts, illustrations or a flow chart would help to explain
- use a title that shows what you are writing about
- using how or why in the title helps. Try to make the title intrigue the reader, for example, Why do sloths hang about?
- use the first paragraph to introduce your subject to the reader
- organise the writing and illustrations to explain: what you need, how it works, why it works (cause and effect), when and where it works, and what it is used for
- add in extra, interesting information
- try to end by relating the subject to the reader
- if you use specialised terminology, a glossary may be needed
- interest the reader with exclamation, for example Beware – whirlwinds can kill! Or use questions: Did you know that...?
- draw the reader in, for example strange as it may seem...; not many people know that...,etc
- re-read your explanation, pretending to know nothing about the subject – is it clear?

#### Progression in Explanation

Foundation	Talk about why things happen and how things work; ask questions and speculate. Listen to someone explain a process and ask questions. Give oral explanations e.g. their or another's motives; why and how they made a construction.
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Year 1	<p>Read captions, pictures and diagrams on wall displays and in simple books that explain a process.</p> <p>Draw pictures to illustrate a process and use the picture to explain the process orally</p>
Year 2	<p>After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher.</p> <p>After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately.</p> <p>Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently.</p> <p>Following other practical tasks, produce a simple flowchart or cyclical diagram independently.</p>
Year 3	<p>Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&amp;T or geography), ensuring items are clearly sequenced.</p> <p>Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.</p>
Year 4	<p>Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms</p> <p>Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.</p> <p>Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing:</p> <p>purpose: to explain a process or to answer a question, structure: introduction, followed by sequential explanation, organised into paragraphs, language features: usually present tense; use of connectives of time and cause and effect; use of passive voice, presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering</p> <p>After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.</p>
Year 5	<p>Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.</p> <p>Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.</p> <p>In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.</p>
Year 6	<p>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text.</p>