

Progression in explanatory texts							
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Moving Beyond
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 own or another's motives; why and how they made a construction Explain own knowledge and understanding, and asks appropriate	Read captions, pictures and diagrams on wall displays and in simple books that explain a process Draw pictures to illustrate a process and use the picture to explain the process orally Asks questions to extend their understanding and knowledge Write a series of	Listen to and discuss a wide range of explanatory texts Draw on and use new vocabulary from reading explanatory texts After carrying out a practical activity e.g. experiment, investigation , construction task, contribute to creating a flowchart or cyclical diagram to	Read explanations as a whole class, in groups and individually Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart) Create diagrams	Interest the reader by addressing them directly (You'll be surprised to know that ... Have you ever thought about the way that ...?) or by relating the subject to their own experience at the end (So next time you see a pile of dead leaves in the autumn ...) Read and analyse a range of explanatory texts,	Read and analyse a range of explanatory texts linked to other curriculum areas e.g. 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Teacher demonstration of how to research and	Choose the appropriate form of writing and style to suit a specific purpose and audience Consider the difference between historical explanations (e.g. Roman army tactics) and explanations using the present tense (e.g. the water cycle) Investigate when a different	Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work. Experiment with the form, for example write explanations of real-life situations that are in process (unfolding events in world news; a fictional project that is at a critical stage) Explain how events led to the current situation and then speculate/advise/instruct on how to proceed with /manage/resolve the situation

<p>questions of others They develop their own explanations by connecting ideas and events Use labels and captions on simple diagrams e.g. parts of the body</p> <p>Grammar focus: Communicate ideas through simple sentences Show awareness of listener. Orally use joining words such as and, but, because, if e.g.</p>	<p>sentences to explain a simple, process based on first-hand experience e.g. chicks hatching, life cycle of a frog</p> <p>Grammar Focus: How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives e.g. Chicks have a spike</p>	<p>explain the process After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately Read flowcharts or cyclical diagrams explaining other processes Following other practical tasks, produce a</p>	<p>such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography) Ensure relevant items are grouped together In formal presentations, explain processes orally using notes Write a series of extended sentences to explain a process Ensure relevant</p>	<p>investigating and noting features of impersonal style (and noting when a personal tone is used) Distinguish between explanatory texts, reports and recounts while recognising that an Progression in explanatory texts, information book might contain examples of all these forms of text or a combination</p>	<p>plan a page for a reference book 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> <p>Grammar Focus: Relative clauses beginning with who, which,</p>	<p>tense is needed</p> <p>Grammar Focus: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. investigate how the subject noun is used repeatedly in more complex explanations to aid understanding (compare</p>	<p>Confident use of tense, adverbials and conjunctions move the writing from the past, through the present to the future</p> <p>Grammar focus: Use modal verbs to recommend and assert e.g. it might be advisable...it should be relatively easy to...there may be an opportunity to... Use embedded phrases and clauses for succinctness e.g. The final stage, to be completed by June, will involve... Adverbial phrases link events according to chronology and cause e.g. Once this has happened....leading to...</p>
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<p>explaining what happens if different fabric is put down a car ramp. Adult asks 'If I put fabric down the ramp, what will happen to the car? Child responds 'It will go slow because it will get in the way of the wheels'</p>	<p>on their beak. This is called the egg tooth. Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I</p>	<p>flowchart or cyclical diagram independently ensuring content is clearly sequenced Write a series of sentences to explain the flowchart Progression in explanatory texts</p> <p>Grammar Focus: Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g.</p>	<p>details are included and accounts ended effectively</p> <p>Grammar Focus: Expressing time, place and cause using conjunctions e.g. use a developing range of connecting adverbs to express cause, for example, '...because the temperature begins to drop', '...so the hedgehog looks for a</p>	<p>of these forms □ Comment on, and justify views about, a range of explanatory texts Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do</p> <p>Grammar Focus Noun phrases expanded by the addition of modifying adjectives,</p>	<p>where, when, whose, that, or an omitted relative pronoun e.g. use relative clauses to add an extra layer of information, for example, Darwin, a famous evolutionist, studied the lifecycles of many animals. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs</p>	<p>with simpler explanations where the noun is often replaced with a pronoun) Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
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		<p>build word banks of commonly used conjunctions in this text type:</p> <p>Hedgehogs wake up in March or April when the weather is warmer and food is easier to find.</p> <p>• Expanded noun phrases for description and specification e.g. collect noun phrases from reading and use these to generating own</p>	<p>safe place to sleep.'</p> <p>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]</p> <p>e.g. use adverbs to express sequence, for example, first, then, after that, finally</p> <p>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]</p>	<p>nouns and preposition phrases e.g. When an animal dies, the soft part of the animal rots away. Millions of years later, the rock surrounding the skeleton rises to the Earth's surface. Fronted adverbials - note how these are usually used to specific a time or cause e.g. Millions of years later,... , When an animal or plant dies...,</p>	<p>using adverbials of time, place and number or tense choices</p>		
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		<p>examples; some hibernating animals, the adult male frog</p> <ul style="list-style-type: none"> • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. explore titles of explanations texts and identify that they usually begin with 'how' or 'why' <p>□ write general statements to introduce topics being</p>	<p>e.g. Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs build up their stores of fat during autumn.</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p>Consequently, ...</p> <p>Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader, for example, So now that you know about fossils, why don't you go on your very own fossil hunt!</p>			
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		<p>explained e.g. In the winter some animals hibernate</p> <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing e.g. know that explanations are usually written in the simple present tense, for example, 'Hedgehogs usually wake up again in the spring'. • Use of capital letters, full 		<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. investigate the use of nouns and pronouns in a text and note the use of the noun in the opening statement, followed by the pronoun, for example, In winter, hedgehogs hibernate. They make their nests under hedges. Decide on an appropriate</p>			
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		<p>stops, question marks and exclamation marks to demarcate sentences e.g. practice generating their own titles for explanations texts, for example, How do hedgehogs survive the winter? Why do we use bricks to build houses?</p>		<p>balance between nouns and pronouns to aid clarity.</p>			
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